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ABSTRACT

This publication provides background information for a hearing by the California Senate Select Committee on Higher Education and Outreach on December 3, 1997. The Introduction presents the Committee announcement, press release, agenda, information about transfer efforts in California, facts and figures about the community colleges, and the text of Senate Constitutional Amendment 7. Section II discusses the California Postsecondary Education Commission, providing the Progress Report on the Community College Transfer Function. Section III is presented by the California Community College Chancellor's office, and looks at trends important to the colleges and discusses transfer centers. Section IV is an issue of the California State University's newsletter for counselors, which addresses the issue of continuing commitment to transfer. Section V describes the University of California transfer admission programs at each of the campuses. Section VI presents the Transfer Student Handbook from the Association of Independent Colleges and Universities. Section VII provides samples of transfer agreements between the community colleges and the University of California and the California State University systems. Section VIII describes ASSIST, a computer software program and database of transfer-related information. Section IX discusses the Transferring Experience, presenting the Oxnard Community College Study on Student Transfer by Aurora de la Selva. Section X concludes the report with a statistical presentation of Community College Transfer Rates within California. (VWC)

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SENATE SELECT COMMITTEE ON HIGHER EDUCATION ADMISSIONS & OUTREACH

SENATOR TERESA P. HUGHES
CHAIR

STUDENTS SEEKING ACCESS TO FOUR-YEAR INSTITUTIONS: COMMUNITY COLLEGE TRANSFERS

Wednesday, December 3, 1997
California State University, Los Angeles
Salazar Hall

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Prepared by: Jamillah Moore. Consultant
Senate Select Committee on Higher Education Admissions & Outreach

INTRODUCTION

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California Legislature

SENATE SELECT COMMITTEE
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October 30, 1997

The Senate Select Committee on Higher Education
Admissions and Outreach cordially invites you to attend a hearing:

Students Seeking Access to Four-Year Institutions: Community College Transfers

Wednesday, December 3, 1997, 10:00 a.m. - 3:00 p.m.
California State University, Los Angeles
Roybal Gerontology Center, Salazar Hall, Room C-120
5151 State University Drive, Los Angeles

One of the most highly valued aspects of California's postsecondary education system is the promise it holds for Californians that access to a college or university will be available. The 106 community colleges located throughout the state have served as a primary vehicle for keeping that promise, particularly for students not regularly admissible directly from high school, those with low college-going rates, and those from historically underrepresented groups.

While California's public high school eligibility rate increases, providing postsecondary educational opportunities for students is essential to the maintenance of an informed and productive society. One of the primary roles of the California Community Colleges is to prepare students academically for transfer into four-year institutions of higher learning. In a post Proposition 209 era and the coming of "Tidal Wave II," will more students choose to start their college careers at community colleges? If this is the case, are students making the transition from the community college into the university? In addition, what are the current transfer rates for students from inner-city and rural communities? The successful progression of students to completion of baccalaureate and advanced degree programs is critical to the future of California and underscores the importance that has been attributed to the transfer function of the community colleges since adoption of the Master Plan for Higher Education in 1960.

The purpose of the hearing is to provide public awareness and information on the community college transfer system. The hearing is open to the public. To RSVP or for more information, please call **Jamillah Moore at (916) 322-4400.**

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FOR IMMEDIATE RELEASE
DECEMBER 1, 1997

CONTACT: JAMILLAH MOORE
(310) 412-0393/ (916) 322-4400

STUDENTS SEEK ACCESS TO FOUR-YEAR INSTITUTIONS

Sacramento--Senator Teresa P. Hughes (D-Inglewood) announced today that the Senate Select Committee on Higher Education Admissions and Outreach is holding a hearing on Wednesday, December 3, 1997 on the campus of California State University, Los Angeles to discuss students seeking access to four-year institutions as community college transfers.

One of the primary roles of the California Community Colleges is to prepare students academically for transfer into four-year institutions of higher learning. "In a post Proposition 209 era and the coming of "Tidal Wave II," more students may begin to make the choice to start their college careers at community colleges; and if this becomes the case, are students making the transition from the community college into the university?" stated Hughes.

One of the most highly valued aspects of the California Community College system is the promise that it holds for Californians who desire access to a college or university. The December 3rd public hearing is designed to address the articulation and transfer rate of community college students, particularly those who are not regularly admissible to the university directly from high school. "Our main goal is to obtain vital information on the current transfer rates for community college students statewide. Especially, those students from our inner-cities and rural communities which historically have been underrepresented on college campuses," stated Hughes.

There are 106 community colleges located throughout the state with the primary purpose since their inception to serve as a vehicle in helping students to gain access to four-year institutions. According to Hughes, "the successful progression of students to completion of baccalaureate and advanced degree programs is critical to the future of California and underscores the importance that has been attributed to the transfer function of the community colleges since adoption of the Master Plan for Higher Education in 1960."

In 1991 the California Community Colleges, the California State University and the University of California agreed upon a Statement of Common Principles for strengthening the transfer process. Most recently the California Community Colleges have established a memorandum of understanding with the University of California, in an effort to reinvigorate and to strengthen transfer student academic success across the two systems. The Senate Select Committee on Higher Education Admissions and Outreach will hear from students regarding their personal experience in accessing the university through the community college.

The Senate Select Committee on Higher Education Admissions and Outreach will convene the hearing on **December 3, 1997, from 10:00 a.m. to 3:00 p.m., at California State University, Los Angeles, 5151 State University Drive, in Salazar Hall, Room C-120.**

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Students Seeking Access to Four-Year Institutions: Community College Transfers

Wednesday, December 3, 1997, 10:00 a.m. - 3:00 p.m.
California State University, Los Angeles
Roybal Gerontology Center, Salazar Hall, Room C-120

Agenda

OPENING STATEMENT:
Senator Teresa P. Hughes, Chair

COMMUNITY COLLEGE TRANSFERS: A HISTORICAL OVERVIEW
Dr. Warren H. Fox, Executive Director
Charles Ratcliff, Senior Policy Analyst
California Postsecondary Education Commission

THE ROLE OF STUDENT TRANSFER:
A COMMUNITY COLLEGE PERSPECTIVE
Christopher Cabaldon, Vice Chancellor Governmental Relations & External Affairs
Kathleen Nelson, Coordinator Transfers and Articulation
The California Community College

LUNCH 12:00 noon - 1:00 p.m.

MAKING THE TRANSITION HAPPEN:
Students Speak-Out About Their Experience

Sandi Sawa, Student
West Los Angeles College
Anthony Cannizzo, Student
University of California

ENHANCING STUDENT TRANSFER:

The California State University
Allison G. Jones, Senior Director Student Access and Retention

Independent California Colleges and Universities
Juan C. Yniguez, Vice President Research and Information Services
Matthew X. Fissinger, Director of Admissions Loyola Marymount University

The University of California
Margaret Heisel, Director Outreach and Student Affairs

CLOSING REMARKS:
Senator Teresa P. Hughes

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Background Paper

Students Seeking Access to Four-Year Institutions:
Community College Transfers

Public Hearing
December 3, 1997
California State University, Los Angeles
Salazar Hall, Room C-120
10:00 a.m. - 3:00 p.m.

Purpose

The purpose of the December 3, 1997, hearing is to take up where the previous September 22, 1997, hearing left off in addressing access to public universities in the passage of Proposition 209 and the Regents' SP-1. This hearing will address the articulation and transfer rate of community college students, particularly those who are not regularly admissible to the university directly from high school. Specifically, the Committee is interested in examining how the community colleges are currently serving the needs of students already in their systems. The Committee will seek information from the California Postsecondary Education Commission, the California Community Colleges, the California State University, the Independent and Private Universities, and the University of California on their transfer and articulation agreements.

Background

California statute identifies three primary missions for the California Community Colleges: the first two, transfer and vocational and occupational education, were established in statute in 1988, through the passage of Assembly Bill 1725, the third, economic development, was established through the passage of Senate Bill 1809 in 1996. In addition, remedial instruction and adult noncredit education are found to be "important and essential functions" of the community colleges, and the provision of community services courses and programs is identified as an "authorized" function.

Introduction

Over the next ten years the number of public high school graduates is projected to increase by 50 percent. Participation in postsecondary education is also expected to increase by 455,000 students by the year 2005. It is anticipated that the California Community College system unlike the California State University or the University of California is where most of California's youth will begin their college careers.

One of the most highly valued aspects of California's postsecondary education system is the promise it holds for Californians that access to a college or university will be available. The 106 community colleges located throughout the state have served as a primary vehicle for keeping that promise, particularly for those students with low college-going rates and those from historically underrepresented groups.

One of the primary roles of the California Community Colleges, is to prepare students academically for transfer into four-year institutions of higher learning. With the ban on affirmative action and the coming of "Tidal Wave II," more students may begin to make the choice to start their college careers at community colleges and, if this becomes the case, are students making the transition from the community college into the university?

The successful progression of students to completion of baccalaureate and advanced degree programs is critical to the future of California and underscores the importance that has been attributed to the transfer function of the community colleges since adoption of the Master Plan for Higher Education in 1960.

Focus of the Senate Select Committee on Higher Education Admissions and Outreach

The focus of the Senate Select Committee on Higher Education Admissions and Outreach is to examine historical inequalities and the current disparities regarding the decline in access to public universities. The means by which to address this growing problem is to conduct public hearings within the educational community. The first hearing focused on admissions. The second hearing focused on outreach and eligibility and the third hearing will examine student transfer and articulation. The function of the Committee will be to explore and develop policy alternatives and recommendations for redefining the admissions policy for the California State University and the University of California with the importance of ensuring that broad-based higher educational opportunities are available to all Californians.

The California Postsecondary Education Commission's Progress Report on The Community College Transfer Function

According to the California Postsecondary Education Commission in their 1996 report on community college transfers, there are several complementary components to the transfer process from systemwide programs and services to personal inter-institutional relationships which mitigate against relying on a single measure of its effectiveness. Statistical information available on student transfer show that, despite the effects of nearly half a decade of recession-driven funding reductions, the numbers of students taking advantage of transfer opportunities to continue their academic careers after high school have recovered from several years of decline to reach its highest point this decade.

Enrollment Priority for Upper Division Transfer Students

The heightened priority given to community college transfers seeking enrollment at the junior level is consistent with basic premises contained within the State's Master Plan for Higher Education efficiency in the use of State resources to provide postsecondary educational opportunities, and coordination between community colleges and the State's public university systems. However, it has also underscored an unmet need for a coordinated system of postsecondary education; the ability to estimate reliably the likely demand for access to upper division educational opportunities by eligible community college students. This capacity is essential to effective statewide planning efforts aimed at accommodating the demand for access to baccalaureate degree programs.

Articulation Efforts

The transfer function has survived the State's long economic recession and concomitant budget cuts, but at some cost. System efforts to maintain and expand articulation have been harmed, staffing and funding reduction prompted many campuses to lessen efforts to maintain articulation contacts, needed sections of transfer courses have been reduced, fewer slots have been available for transfer students in some majors, and coordination of transfer efforts has generally suffered. Increases in resident student fees, coupled with the shifting emphasis in student financial aid from grants to loans, have added to the pressures experienced by potential transfer students. Additionally, staffing shortages have reduced the professional resources available to students to decipher which pattern of lower division preparation--IGETC, CSU General Education course certification, or curricular patterns articulated in campus-specific transfer agreements is the best course of action for their educational goals and institutional preference. Still, the numbers of students transferring from the Community Colleges to the California State University and the University of California system continues to increase. Evidence that increasing numbers of secondary students, particularly those from historically underrepresented groups are preparing themselves for postsecondary education studies which suggests that student transfers will continue to be an important part of access for Californians.

Inter-Institutional Collaboration

The California Community Colleges, California State University, and University of California should continue to work cooperatively on transfer-related programs and services and focus their attention on those programs most likely to increase the availability of services for identified and potential transfer students. Towards this end, the Commission notes two areas that deserve particular attention.

Improved Use of Statistical Information

The transfer function is a multi-faceted operation and demands multiple approaches to assessing its health and effectiveness. The Commission believes that it should work closely with the higher education systems to develop appropriate measures beyond simple headcounts of transferring students to assess the effectiveness of the transfer function among the potential measures that should be developed and consistently reported.

Transfer Related Terms

Course Articulation Systemwide: refers to agreements by faculty that a set of courses offered by community colleges are equivalent to similar courses offered at CSU and UC. Credit earned by students in these courses are accepted by every campus within CSU or UC and are applied toward degree requirements.

Course Articulation, Major-Specific: refers to a set of courses that CSU and UC faculty accept as having the focus, content and rigor necessary to meet course prerequisite requirements for specific majors that have lower division requirements.

Intersegmental General Education Transfer Curriculum (IGETC): often referred to as the "core transfer curriculum" the IGETC is a listing of courses from which community college students can select to meet transfer curricular requirements.

Transfer Agreement: refers to a specific agreement that a student enters into with a CSU or UC campus, stipulating that admission, as an upper division student, is assured providing the student satisfies specific requirements delineated in the agreement.

Transfer Agreement Program: refers to the combination of programs, policies and practices combined by campuses to facilitate student transfer.

Transfer Eligible: refers to students who have completed the pre-requisite courses and units with a minimum GPA that meets or exceeds that established by CSU and UC, respectively, for regular admission as an upper division student.

Transfer Requirements: refers to published academic criteria that a student enrolled in a community college would need to meet in order to qualify for regular admission to a CSU or UC campus.

California Community Colleges

The Master Plan for Higher Education established transfer as a priority for California's colleges and universities, and beginning in 1985, the higher education community undertook a number of initiatives to strengthen the transfer process. In 1991 Senate Bill 121 (Hart) emphasized that a strong transfer function was the shared responsibility of the community colleges, the California State University and the University of California and included a number of provisions designed to enhance collaboration in support of student transfer.

In 1991, the Community Colleges, CSU and UC, joined by the Association of Independent California Colleges and Universities (AICCU), agreed upon a Statement of Common Principles for strengthening the transfer process. Within these principles the systems recognized transfer as critical to providing access to higher education and as "central and essential" to California's commitment to educational equity.

Challenges to Transfer

The elements that impinge on the education environment are constantly in a state of flux; thus educators are constantly seeking to adapt their efforts to meet and address new challenges. The following ***(articulation, university outreach, data collection and exchange, information, meeting student needs, "Tidal Wave II," and diversity)*** highlights some of the key areas the community colleges have identified as needing attention over the next 3-5 years.

Articulation

Articulation is the process of identifying like courses between the community colleges and the universities that students can take to meet the lower-division general education and major preparation course requirements. Articulation provides students with the "road map" necessary to identify the coursework they will need to take prior to transfer. There is a need to develop more articulation agreements, expand the California Articulation Number (CAN) system, ensure the Statewide Student Transfer Information for California (ASSIST) contains all available articulation and provide the resources necessary to ensure that all articulation is accurate and up-to-date.

University Outreach

University-bound students who graduate from high school don't always qualify to attend a university. In addition, once enrolled at a community college, students benefit greatly from those services provided directly by university outreach staff. There is a need to expand community college and university cooperative outreach efforts, provide increased university presence at community colleges, ensure transfer student identification and data exchange between the community colleges and the universities and provide increased opportunity for faculty-to-faculty dialogue.

Data Collection and Exchange

Timely information on the flow of students through the education pipeline provides invaluable information to educators who continue to look for ways to enhance the quality of service and instruction provided to students. For transfer, the universities would like to be able to identify a "potential" transfer student pool; the community colleges would like consistent information on student university admission, performance and graduation once they transfer. One way to meet this need is to establish a statewide student database, develop community college/university data exchange agreements, and establish measures for "transfer directed" and "transfer ready."

Providing Transfer Information to Students

Because of the inherent complexity of the transfer process and the number of transfer options available to students, providing timely and accurate transfer information is critical. This situation creates a need to increase availability of Transfer Admission Agreements, provide increased counselor training, provide student/counselor training and access to WebASSIST, ensure student access to UC Pathways/CSU Mentor; continue development of student information/services components and provide sufficient Transfer Center resources.

Meeting Changing Student Needs

Many community colleges are seeking to become more "student centered" in the provision of services and instruction, providing students what they need, "when and where" they need assistance. In an effort to address this challenge, we must ensure articulation of Technology Mediated Instruction courses, provide student/counselor training and access to WebASSIST, ensure usefulness of student access to the California Virtual University and identify part-time/evening/summer university options for transfer students.

Preparing for "Tidal Wave II"

There is a general consensus that higher education enrollments will increase significantly over the next five years. With this being the case, how will the community colleges prepare more students for transfer? How will the universities accommodate more transfer students? With this challenge the California Community Colleges and the University of California must begin work to implement their Memorandum of Understanding (new transfer agreement between community college and the University of California), provide sufficient community college transfer course offerings, ensure sufficient community college transfer services resources, and strengthen community college/university transfer alliances/cooperative admissions programs.

Maintaining a Commitment to Diversity in the Transfer Pool

The community colleges continue to enroll an ethnically diverse student body that reflects California demographics at large. Many students ineligible to attend the universities from high school enroll in the community colleges, which provides a "second chance" opportunity to prepare for upper division coursework and transfer successfully. The community colleges face a number of challenges in maintaining current levels of diversity both in overall enrollments and transfers. Some of the challenges include predicted enrollment surges, changes in CSU remedial education policies and admissions practices, and the impact of CalWORKS. With these challenges the community colleges must target potential transfer students through university cooperative outreach efforts, ensure sufficient community college transfer services resources, provide sufficient community college transfer course offerings, increase availability of Transfer Admission Agreements and strengthen transfer alliances/cooperative admissions programs.

California Community Colleges
Focus on Transfer
FACTS & FIGURES

- California Community Colleges transferred 59,574 students to the state's public universities during the 1995-96 academic year. About 20,000 additional students transfer to California independent four-year and out-of-state institutions annually.

- From 1990-1995, the proportion of new transfer students who enrolled at the UC and CSU from California Community Colleges increased from 75 to 80.5 percent

- Two-thirds of community college students transfer in the Fall; one third in the Spring. Between 1987-88 and 1995-96, California Community Colleges transfers to UC increased from 7,712 to 10,886 or 41 percent with slight declines during the last three years. California Community Colleges transfers to CSU fluctuated during that same period ending 8.9 percent higher -- from 44,673 to 48,688.

- Each year, approximately one-half of CSU and one-fourth of UC bachelor degree recipients are California Community College transfers. (1993-94: CSU- 30,228 or 54.6%, UC- 8,758 or 28.4%).

- By the year 2004, the number of California high school graduates is likely to be significantly higher than in 1993- up 57,476, from 248,320 to 306,796 (CA Dept. of Finance, 1994). This trend will cause a substantial increase in community college transfer student enrollment.

Memorandum of Understanding Between the California Community Colleges and The University of California

The California Community Colleges and the University of California recognize student transfer from community colleges to public and independent universities as central to providing accessibility to a baccalaureate education for the citizens of California. This Memorandum of Understanding adopts the following understandings:

I. **Providing Access and Opportunity**: the California Community Colleges and the University of California establish a mutual goal to increase enrollment of community college transfers from 10,900 in 1995-96, to 14,500 or more students by the year 2005-06.

II. **Ensuring Success**: in support of enhanced collaboration and to promote and increase transfer opportunities for community college transfer students, the California Community Colleges and the University of California draw upon proven elements and commit to initiating or expanding the following systemwide and local activities: improve articulation procedures, develop ASSIST as the official statewide Repository for Articulation Information, reinvigorate transfer center partnerships, enhance transfer alliances, create more part-time options at the University of California, develop "baccalaureate" financial aid packages, intensify outreach activities, increase data collection and exchange, and enhance cooperative admissions programs.

III. **Implementation and Review**: The California Community Colleges and the University of California will convene a committee consisting of systemwide officers as well as campus administrators, Academic Senate representatives and students to monitor implementation of the provisions of this Memorandum of Understanding and to assess progress and effectiveness of activities.

Legislation

Senate Bill 121 (Hart, Chapter 1188, Statutes of 1991) this legislation calls upon the California Community Colleges, the California State University, and the University of California to develop a common core of general education courses to enhance transfer prospects from the community colleges to the universities. Requires that the governing boards of the three public systems develop and implement formal systemwide articulation and transfer agreement programs, and it direct campuses in both university systems to sign articulation agreements with community colleges for each of their undergraduate programs that have lower-division prerequisites, and community colleges to sign discipline-specific transfer agreements with as many university campuses and majors as possible. Mandates that the Board of Governors of the California Community Colleges, community college districts, and individual community colleges provide sufficient services in order to "affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students." Instructs the State University and the University to assure that their respective systemwide and campus enrollment plans include, as a specified priority, adequate spaces for community college transfer students in all schools and academic departments. Instructs all three systems to prepare annual transfer reports with both statistical data and qualitative information about the number and demographic characteristics of their transfer students and about transfer student persistence and progress.

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Prepared by: Jamillah Moore, Consultant
Select Committee on Higher Education Admissions & Outreach

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IX. **COMMUNITY COLLEGE TRANSFER RATES**
Figures Regarding Student Transfers

Prepared by: Jamillah Moore, Consultant
Senate Select Committee on Higher Education Admissions & Outreach

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SENATE CONSTITUTIONAL AMENDMENT 7
(SENATOR TERESA HUGHES)
FACT SHEET

SUMMARY: Sponsored by Senator Hughes, Senate Constitutional Amendment 7 redefines the criteria for student admission to the University of California and the California State University. SCA 7 would change the definition by requiring UC and CSU to accept students who rank in the upper 12.5 percent and the upper 1/3 of their graduating class at each public high school.

PROBLEM: According to the Master Plan for Higher Education the state universities select first-time freshmen from the top one-third (33 1/3 percent) and the University of California from the top one-eighth (12.5 percent) of all graduates of public high schools in California. The current structure by which students are selected for admissions is not a true or equitable representation of the state's top percentile. Historically, the current structure by which students are selected statewide is not a fair process. The top percentile should be selected from the same background, resources and socioeconomic life skills that their classmates engage in. SCA 7 would eliminate invidious comparisons between economic advantaged and disadvantaged students and would focus on each individual's capacity to excel above their respective peers under comparable conditions.

BACKGROUND: Over the next ten years the number of public high school graduates is projected to increase nearly 50 percent. Participation in postsecondary education is also expected to increase by 455,000 students by the year 2005. With the continued population growth and changes in demographics we must begin to establish fundamentally sound alternatives to the admissions policy for public universities in order to address the needs of the new student population. This proposal is about defining how our institutions of higher learning should fulfill their obligation to meet the California State Legislature decree that those accepted into their institutions should reflect the ethnic, gender, and economic characteristics of the state's high school graduates. Providing real access to postsecondary education is the first step towards giving students real opportunities to become productive and economically stable citizens.

WHAT THE BILL DOES: Senate Constitutional Amendment 7 will assure that students who wish to attend UC and CSU compete for admissions amongst their peers, with individuals who come from similar socioeconomic backgrounds and resources. Under SCA 7 the top percentile will be defined at each public high school as oppose to statewide. SCA 7 will begin to level the playing field so that those students who do well and perform in the top percent of their graduating class have an opportunity to attend UC or CSU.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

PROGRESS REPORT ON THE COMMUNITY COLLEGE TRANSFER FUNCTION

A Report to the Governor and the Legislature
in Response to Senate Bill 121
(Chapter 1188, Statutes of 1991)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

COMMISSION REPORT 96-4
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1

Progress on Improving Community College Transfer

Introduction One of the most highly valued aspects of California's postsecondary education system is the promise it holds for all Californians that access to a college or university will be available if they have the will to apply and prepare themselves to benefit. The 106 community colleges located throughout the state have served as a primary vehicle for keeping that promise, particularly for students not regularly admissible to baccalaureate institutions directly from high school. Access alone, however, is not sufficient to meet the needs and aspirations of a state that has been a world leader in economic and intellectual advances. The successful progression of students to completion of baccalaureate and advanced degree programs is critical to the future of California and underscores the importance that has been attributed to the transfer function of the community colleges since adoption of the Master Plan for Higher Education in 1960.

Senate Bill 121 (Chapter 1188, Statutes of 1991), which is reproduced in the appendix to this document, implements recommendations of the 1988 report of the Legislature's Joint Committee on Review of the Master Plan regarding desirable improvements in the operation of the transfer function in California public higher education. Among its major provisions, the legislation:

- Calls upon the California Community Colleges, the California State University, and the University of California to develop a common core of general education courses to enhance transfer prospects from the community colleges to the universities;
- Requires that the governing boards of the three public systems develop and implement formal systemwide articulation and transfer agreement programs, and it directs campuses in both university systems to sign articulation agreements with community colleges for each of their undergraduate programs that have lower-division prerequisites, and community colleges to sign discipline-specific transfer agreements with as many university campuses and majors as possible;
- Mandates that the Board of Governors of the California Community Colleges, community college districts, and individual community colleges provide sufficient services (transfer centers, special counseling, program and administrative coordination, etc.) in order to "affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students";

- Instructs the State University and the University to assure that their respective systemwide and campus enrollment plans include, as a specified priority, adequate spaces for community college transfer students in all schools and academic departments;
- Directs the community colleges to give preference in transfer services to students from historically underrepresented backgrounds and economically disadvantaged families and the universities to do the same in their admission decisions involving transfer;
- Requires that the State University maintain a ratio of 60 percent upper-division students to 40 percent lower-division students, and it requests that the University meet this enrollment target by the 1995-96 academic year;
- Instructs all three systems to prepare annual transfer reports with both statistical data and qualitative information about the number and demographic characteristics of their transfer students and about transfer student persistence and progress; and
- Calls upon the Commission to issue a progress report by April on the success of the bill in achieving its objectives.

Although the statute does not mandate transfer as the single most important function of the public higher education systems, it emphasizes: (1) that "a viable and effective student transfer system is one of the fundamental underpinnings of public postsecondary education in California"; (2) that the "primary role" of the community colleges is "to prepare students for upper division access to the California State University and the University of California"; and (3) that community college students transferring to the universities should receive "high priority for admission," and have "high priority access to majors of choice."

In this report, the Commission provides its assessment of the progress that has been made in achieving the goals of SB 121 -- improving the effectiveness of the transfer function among California's colleges and universities. Two observations are offered as a context for fully understanding this report:

- First, the Commission notes that the transfer function involves the integration of a complex array of programs, services, and institutional relationships that are not solely the responsibility of the community colleges. Admissions requirements, academic major and general education requirements, course articulation, information dissemination, faculty interaction, and actual university admission practices all factor into an assessment of the transfer function.
- Second, since the adoption of SB 121, the State has been buffeted by recessionary pressures that have reduced the dollars available to support higher education, including transfer-related activities. In partial response to the State's budgetary woes, student fees have been allowed to rise substantially which may have had an impact on historical college enrollment behavior of students. More students

may be considering community college enrollment as an acceptable -- or necessary -- path towards a baccalaureate degree.

The balance of this report has been organized as follows. Section Two summarizes the progress that has been made in meeting the major provisions of SB 121. Section Three provides a qualitative description of how the transfer function operates at three selected community colleges. A case study approach is used to capture the various ways that campuses combine their resources, and those of their major receiving institutions, to facilitate student transfer. Finally, in section Four, the Commission offers its overall findings about the transfer function and future directions that should be pursued.

2

Progress in Complying with the Major Provisions of the Law

MANY OF THE GOALS of SB 121 have already been achieved by the State's public colleges and universities or substantial progress toward their achievement has been made, as the following paragraphs attest:

A "common core of general education courses"

The Intersegmental General Education Transfer Curriculum (IGETC) -- often referred to as the "core transfer curriculum" -- is a general education program that community college students may use to fulfill lower-division general education requirements at either the State University or University without the need, after transfer, to take additional lower-division general education courses. All of California's 106 community colleges now offer an approved list of courses from which students may select to meet general education curricular requirements at the State University or University campuses of their choice. Developed in response to AB 1725 (Vasconcellos, Chapter 973, Statutes of 1988), the curriculum was adopted in 1990 by the Intersegmental Committee of the Academic Senates (ICAS) and implemented in the 1991-92 academic year.

Articulation agreements

SB 121 requires that the governing boards of the three public systems develop and implement formal systemwide articulation and transfer agreement programs. The systems have taken these actions:

- In November 1991, the Board of Governors of the California Community Colleges received a report, *Transfer: A Plan for the Future*, which put into place the community colleges' plan for continued and expanded transfer and articulation efforts. The plan includes seven key elements within which either new or ongoing efforts have evolved: strengthening the academic preparation of students; strengthening the transfer curriculum; improving academic advising; improving articulation and expanding intersegmental transfer programs; increasing transfer among underrepresented students; developing information and accountability processes for transfer; and increasing opportunities for transfer to independent colleges and universities. The community colleges have also recommended that the Intersegmental General Education Transfer Curriculum (IGETC) be reviewed to assess its effectiveness in meeting the goals of AB 1725 and SB 121. The Board of Governors formally adopted the IGETC in March 1991.

- The Trustees of the California State University have reviewed and approved the issuance of three Executive Orders (EO) that authorize community colleges to certify transfer course credit at three levels:

  1. The first of these -- EO-167 (issued 23 years ago, in 1972) -- authorizes community colleges to certify lower-division coursework for at least elective credit toward the baccalaureate degree at all State University campuses.
  2. The second -- EO-405 (issued 13 years ago, in 1982) -- authorizes community colleges to certify completion of the State University's requirements for U.S. History, Constitution, and American Ideals.
  3. The final order -- EO-595 (issued in 1992, replaced EO 338 which was issued in 1981) -- allows the community colleges to certify coursework completed toward the CSU General Education Breadth program and permits certification of the Intersegmental General Education Transfer Curriculum (IGETC) completion as fulfillment of the State University's lower-division general education requirements.

The State University considers the intersegmental transfer curriculum to be a critical component of its transfer agreement program. All State University campuses honor the successful completion of IGETC coursework by transferring students. Other elements of the State University's transfer agreement program, including transfer agreements, course articulation, counseling and advising services, and other activities designed to facilitate student transfer are combined in different ways by the various campuses to reflect local and regional needs. As such, they do not have systemwide applicability.

- On September 19, 1991, the Regents of the University of California received a staff *Report on University of California Transfer Programs and Transfer Plan for Community Colleges*, prepared in response to SB 121. The section devoted to articulation efforts proposed: (1) continued development of Project ASSIST (additional detail on this project is provided below), as part of the goal of linking all campuses of the three public systems to a statewide information network; (2) institutionalization of the Intersegmental General Education Transfer Curriculum; and (3) expansion and improved use of major preparation agreements. Full implementation of the plan was contingent on receiving funding for new activities. Formal action to adopt the report was not required as the Board of Regents had previously delegated authority for courses and articulation to the Academic Senate. Although no new funding was forthcoming after adoption of the transfer plan, the University was still able to make progress in achieving some of its goals through reallocation of available resources.

  The transfer plan has not altered the University's historic practice of permitting each campus to establish independent agreements with community colleges. By delegation of the Board of Regents, the responsibility for course articulation resides with the Academic Senate and there are consequently no systemwide policies requiring all University campuses to honor any particular articulation agreements with community colleges. Each campus establishes its own set of articulation agreements with community colleges and the University's Office of the President reports that each campus is honoring its agreements. Like the State University, the University considers the Intersegmental General Education Transfer Curriculum to be a vital component of its transfer agreement program and all University campuses honor the IGETC coursework successfully completed by community college students. All other components of the University transfer agreement program are combined in various ways by each campus to reflect local and regional needs.

- The State University and the University have initiated two intersegmental efforts with their community college counterparts to facilitate successful student transfer through course articulation, including:

  1. The Articulation System Stimulating Interinstitutional Transfer Project (Project ASSIST) is a computerized articulation and transfer planning system for the public sector jointly supported by each of the three public higher education systems. It maintains a statewide database of all the articulation agreements approved by the public colleges and universities. This database is now available on the Internet to any user and it offers a useful tool for students planning to transfer to align their coursework with specific majors and universities throughout the state.

  2. The California Articulation Numbering (CAN) system assigns common numbers to courses that are deemed to be comparable between systems. The common numbering provides community college students with the ability to determine ways in which their coursework can be applied to meet lower-division course requirements for majors at State University campuses. The University of California does not participate in the CAN system.

- The Intersegmental Coordinating Committee (ICC) reports that there is limited participation by independent colleges and universities in formal articulation agreements. Several independent colleges and universities have, however, negotiated transferrable course agreements and general education/breadth agreements on an individual basis with State University and University campuses. The full extent to which these institutions are negotiating articulation agreements with community colleges is unknown.

Formal course articulation agreements generally fall within one of three areas: (1) general education breadth agreements, such as those represented by IGETC, (2) transferrable course agreements, such as those addressed by the State University's Executive Order 167, and (3) course-by-course agreements, which are generally used to build articulation of lower-division coursework required for a particular major. Regarding the requirement for course-by-course -- SB 121 refers to these as discipline-specific -- articulation agreements between individual university campuses and community colleges, literally hundreds of these agreements have been signed in recent years. The Commission is unable to report the exact proportion of undergraduate majors on each campus of the State University and University that currently have entered into agreements with nearby community colleges. However, at least this much information is available:

- The Chancellor's Office of the California Community Colleges reports that all 106 colleges have several articulation agreements in effect with specific departments, programs, or majors at nearby university campuses, and that some colleges have established agreements with the majority of the undergraduate programs on those campuses. In addition, many community colleges have developed informal major-to-major articulation guidelines with universities within their region. However, these informal guidelines do not carry "official" status and thus do not assure students that all of their coursework will be accepted by the receiving university. On December 3, 1993, the Academic Senate for the community colleges sought to accelerate the progress of developing these major-specific transfer agreements by directing its Executive Committee to prepare a model systemwide transfer agreement program in the discipline of business administration for the Senate's consideration at its Spring 1994 conference.
- The Chancellor's Office of the California State University reports that all State University campuses have formal articulation agreements by baccalaureate degree-granting campuses with at least 26 service-area community colleges. SB 121 requires articulation agreement with at least five community colleges. The extent of articulation varies since some campuses focus on major articulation -- which is an agreement that covers all courses required for a particular major -- and others focus on department articulation -- which is an agreement covering all classes offered by a particular department. According to a recent informal survey, approximately six campuses have formal articulation agreements with all 106 community colleges, four have agreements with between 50 and 90 community colleges, and the remaining 10 have agreements with between 26 and 50 community colleges (the survey did not include the two newest CSU campuses: Monterey Bay and California Maritime Academy). Additionally, all State University campuses participate actively in CAN and recognize CAN courses as fully articulated.
- The Office of the President of the University of California reports that the task force that is developing proposals for improving the University's transfer operations is likely to have a significant impact on continued development of program-specific transfer agreements between campuses and local community colleges.

Each of the three public systems of higher education report that efforts to maintain and expand articulation efforts have been harmed by budget pressures. Fiscally motivated retirements and staffing shortages have prompted many campuses to reduce the priority assigned to maintaining articulation efforts in deference to other institutional priorities. In a September 1993 survey of community college personnel, the University of California learned that only 39 of 90 responding community colleges had staff persons working half-time or more on articulation. Only 34 responding campuses had articulation officers who worked during the summer months. Available information on the State University indicate that only nine campuses have a full-time articulation officer. The remaining campuses have a designated staff person who splits his/her time between articulation and other responsibilities. In the University, eight of the campuses have a full-time articulation officer.

Special services at community colleges for transfer students

The requirement of SB 121 that each community college maintain a transfer center or other counseling and student services to "seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students" is virtually met. The Chancellor's Office of the California Community Colleges reports that, because transfer is one of two primary missions of the community colleges, all student services and academic programs are deemed to have transfer preparation as a goal. Nonetheless, Display 1 on page 10 briefly describes the activities at most, if not all, community colleges that most aggressively seek to facilitate student transfer -- some of which have been in operation for more than a decade and some of which are operated intersegmentally.

Plans of the two universities to provide adequate spaces for transfer students

- Staff in the Office of the Chancellor of the California State University report that the State University is in compliance with the SB 121 provision assigning high priority for admission to community college transfers. Campuses of the State University manage their enrollment consistent with principles and priorities contained in the *CSU Enrollment Management Policy and Practices* document. This document stipulates that the highest priority for new students admitted to the State University is given to California residents who have completed two years of study at a California community college.

This priority is also extended to admission to an academic program. The State University relies on historical patterns of applications and enrollment at the upper division level to estimate the capacity needed to accommodate community college transfer students because of an absence of useful data on the size and composition of the pool of potential community college transfer students.

- Staff in the Office of the President of the University of California report that information about the pool of potential transfer students is not available largely due to an absence of an accepted methodology for estimating that potential pool. It therefore relies primarily on past years' experience in assessing the number of spaces that will be made available for new, advanced standing students. Similarly, information on preferred majors of potential transfer students is also not available. Accordingly, all University campuses make an aggressive effort

DISPLAY 1 Selected Community College Services for Potential and Identified Transfer Students

College Administered

Extended Opportunity Programs and Services (EOPS): This program provides assistance to students who are disadvantaged because of their social, language, or economic background. Its primary objective is to help underrepresented students reach their full potential and develop sufficient persistence and grade-point averages to enable them to compete equally with others for jobs or to transfer to baccalaureate institutions. EOPS funds are used for a variety of purposes, including student financial aid, counseling, and inservice training for instructors.

Disabled Students Programs and Services (DSPS): This program assists persons whose academic progress is impeded by physical, communication, learning, emotional, developmental disability, acquired brain injury, or other disabling condition. It helps such students gain access to, and persist in, acquiring the training needed to succeed in college and in productive employment. Services rendered through this program include provision of educational aids, such as diagnostic assessment, reader service, note-takers, special facilities, tutors, and counseling.

Matriculation: The Seymour-Campbell Matriculation Act (AB 3, Chapter 1467, Statutes of 1986) authorized matriculation, and state fiscal support began in the 1987-88 academic year. Matriculation is a statewide effort to equitably improve student success in the California Community Colleges by bringing students and colleges into agreement on the students' educational goals and on the appropriate educational choices to reach those goals. The matriculation process consists of seven components. Five of these provide service directly to students to enhancepossibilities of student success; and two relate to colleges and districts improving institutional effectiveness by developing capabilities for evaluation, coordination, and training.

Intersegmentally Administered

Transfer Centers: Community college transfer centers provide intersegmentally consistent assistance to potential transfer students, including:

- Identifying and encouraging students – particularly those from underrepresented groups – to transfer;
- Assisting potential transfer students to prepare for upper-division work;
- Helping transfer students complete applications for university admission with advanced standing;
- Monitoring, informing, and supporting the progress of transfer students through referral to other student services; and
- Involving faculty and staff members in strengthening the core transfer curriculum and assisting in campus articulation efforts.

These centers were initially developed as an intersegmental pilot program in 1985 in order to increase the number of students transferring from community colleges to baccalaureate institutions.

The PUENTE Project: This is a University of California program, administered by individual community colleges, designed to increase the number of Latino students transferring from community colleges to baccalaureate institutions. The project trains English teachers and Latino counselors as teams to conduct one-year writing, counseling, and mentoring programs on community colleges campuses.

Intersegmental General Education Transfer Curriculum: This intersegmentally agreed-upon curriculum (discussed in greater detail on page 5) guarantees that community college students who successfully complete it will have met all of the lower-division general education requirements of the California State University and the University of California.

The California Articulation Number System (CAN): This course numbering system was developed as a statewide intersegmental project in 1985. It identifies, via codes that are included in the catalog numbering systems of participating institutions, courses that can be used in lieu of others for the purpose of transfer and course credit.

The Articulation System Stimulating Interinstitutional Transfer(ASSIST) Program: This program is a microcomputer-based articulation and transfer system that provides students, counselors, and academic advisors with specific information regarding the transferability of community college courses and ongoing student progress checks. It also contains general university descriptions and information on university policies, such as articulation agreements, admissions policies, financial aid packages, and major programs. It was developed as an intersegmental pilot project in conjunction with the transfer centers in 1985.

Articulated Career Education (2+2+2): This program was established in 1988 to expand existing "2+2" vocational career programs into the area of academic transfer. While "2+2" programs focus on linking junior and senior high schools with community college vocational education, "2+2+2" joins this effort with baccalaureate institutions. Services are provided to secondary and community college students so that they are encouraged not to preclude opportunities to pursue academic coursework leading to a baccalaureate degree.

to disseminate information to potential transfer students on the preparation that is appropriate for various majors.

Priority to students from historically underrepresented backgrounds

- The State University's enrollment management and practices policy further states that "it is essential that such factors as educational equity and variations among campuses ... be recognized when implementing enrollment controls." The State University's educational equity policy requires all campuses to establish goals for improving access and retention of students from historically underrepresented racial/ethnic groups, with annual reports provided to the Board of Trustees.
- Under Regental admission policy, the University of California uses both academic and supplemental criteria in assessing a candidate for admission. Supplemental criteria include, among other factors, family income, disability, refugee status, and other factors that might provide cultural, racial, geographic, and socioeconomic diversity in the student population of the University. In July 1995, the Regents removed consideration of race and ethnicity from among the supplemental criteria that could be considered. Annual reports on the numbers of students from racial/ethnic groups historically underrepresented in the University that are admitted and that enroll are prepared and provided to the Regents.

Achievement of a 60/40 ratio of upper-division to lower-division students

Based on fall-term enrollment data submitted routinely to the Commission, the California State University has surpassed this requirement for a number of years. Its upper-division to lower-division enrollment ratio in 1990, for example, was 63/37 -- and the State University has improved on that ratio in recent years. In Fall 1995, the State University's upper division to lower division enrollment ratio was 69/31 percent.

Comparable Commission data for the University of California for Fall 1995 reveal that the upper-division to lower-division enrollment ratio was 56.5/43.5 percent. However, a considerable number of students transfer to the University after the fall term. Full-year enrollment data supplied by the University Office of the President for the 1994-95 academic year indicated an upper division to lower division ratio of 61.3/38.7. Final full-year data for the 1995-96 academic year are not yet available but the University estimates the ratio will be 60.5/39.5, indicating that the University has met the Legislature's 60/40 enrollment goal.

Preparation of annual and biennial reports

After much study and consultation with the Transfer Policy Advisory Committee and with systemwide representatives, Commission staff determined that it was not possible to collect, compile, and analyze all of the information called for in the legislation. The reporting requirements of the bill that cannot be fully responded to with currently available data include:

1. The number of community college transfer students admitted into the two public

universities annually from 1988 to 1993 who were originally fully eligible as freshmen to the universities and who had accepted redirection to a community college;

2. The number of community college transfer students admitted into the two public universities annually from 1988 to 1993 who completed transfer agreements, and the number of those students who were also admitted to their major of choice;
3. The number of students concurrently enrolled at a community college who applied to a campus of either public university system annually from 1988 to 1993;
4. The number of transfer agreements entered into by community college students whose terms and conditions were not met; and
5. The number of community college transfer students who were denied admission to their university campus of first choice or their major of first choice, the reason for the denial, and the number of these students who immediately enrolled in another campus of either public university system.

Many facts, of course, are known about California's community college transfer students -- among them, the numbers applying, admitted and enrolled at each campus of either public university, and their persistence and graduation rates on each campus. As one example, Display 2, on page 13, shows the number of transfer students who entered the State University and University, either during the fall term or during the full year between 1985-86 and 1994-95, as well as those who entered California's independent colleges and universities during the fall terms of those years. Display 3 on the next page shows graphically the full-year trends in these numbers at the State University and the University.

These two displays show that the State University continues to enroll the large majority of California's community college transfer students, but Display 2 indicates that, between 1985-86 and 1994-95, full-year transfers to the State University increased by only 3.3 percent, while they rose by 61.9 percent at the University. (Over the same time period, the State University's total headcount enrollment declined by only 4.4 percent, while that of the University rose by 6.3 percent.) It should be noted that most of the decline in State University community college transfers that occurred between 1990-91 and 1992-93 was the result of the State University's decision to deny access to lower-division transfer students in order to accommodate all qualified upper-division transfer students seeking access. Full-year data are preferable to fall-term data for examining transfer trends because they include students transferring during winter and spring terms as well as fall.

Transfer data from California's regionally accredited independent colleges and universities are available for fall terms only, as Display 2 shows. They should be used very cautiously because different numbers of independent institutions report transfer information each year.

Display 2 *Flow of Transfer Students from California Community Colleges Districts and Colleges to the California State University, the University of California, and Regionally Accredited Independent Colleges and Universities, Fall Term 1985 Through 1994 and Full-Year 1985-86 Through 1994-95*

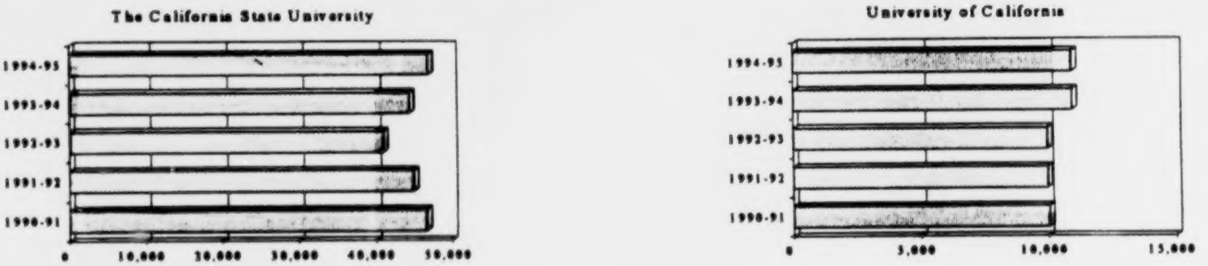
Number of Transfers to:

	The California State University				University of California				Independent Institutions	
Year	**Fall Term**	**Percent Change**	**Full Year**	**Percent Change**	**Fall Term**	**Percent Change**	**Full Year**	**Percent Change**	**Fall Term**	**Percent Change**
1985-86	**29,587**		**45,397**		**4,926**					
1986-87	**27,709**	**-6.3%**	**43,634**	**-3.9%**	**4,858**	**-1.4%**	**6,752**		**6,047**	
1987-88	**28,198**	**1.8**	**44,673**	**2.4**	**5,465**	**12.5**	**7,712**	**14.2%**	**8,752**	**44.7%**
1988-89	**29,338**	**4**	**45,389**	**1.6**	**5,933**	**8.6**	**8,144**	**5.6**	**4,499**	**-48.6**
1989-90	**28,245**	**-3.7**	**45,713**	**0.7**	**6,225**	**4.9**	**8,164**	**0.2**	**5,491**	**22.0**
1990-91	**29,295**	**3.7**	**46,678**	**2.1**	**7,419**	**19.2**	**10,032**	**22.9**	**4,211**	**-23.3**
1991-92	**28,530**	**-2.6**	**44,898**	**-3.8**	**7,464**	**0.6**	**9,972**	**-0.6**	**4,595**	**9.1**
1992-93	**28,344**	**-0.7**	**40,976**	**-8.7**	**8,244**	**10.5**	**9,993**	**0.2**	**3,010**	**-34.5**
1993-94	**29,520**	**4.1**	**44,420**	**8.4**	**8,857**	**7.4**	**10,940**	**9.5**	**3,149**	**4.6**
1994-95	**30,388**	**2.9**	**46,912**	**5.6**	**8,997**	**1.6**	**10,929**	**-0.1**	**3,223**	**2.3**
Cumulative percent changes:										
Last 5 years available data		**3.7%**		**0.5%**		**21.3%**		**8.9%**		**-23.5%**
All years of available data		**2.7**		**3.3**		**82.6**		**61.9**		**-46.7**

Note: Percent changes for "All years of available data" shows the overall change between the first and last years of available data for each column.

Source: California Postsecondary Education Commission staff analysis.

Display 3 *Full Year Transfer of California Community Colleges Students to the California State University and the University of California, Full-Year, 1990-91 Through 1994-95*



Source: Display 2

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Even though data such as these exist, Commission staff determined, after consultation with its Transfer Policy Advisory Committee and system representatives, that staff could not request comprehensive reports from each system and complete the analysis of all of the information required by SB 121 for this report. As a result, the Commission and the systems have agreed on a two-pronged approach to fulfilling their respective responsibilities for reporting more comprehensive information: (1) the Commission's annual Higher Education "performance indicators report" inaugurated in Fall 1994; and (2) the case studies of the transfer function at specific community colleges and their respective receiving institutions within California State University, University of California, and neighboring independent colleges and universities will both include information on the effectiveness of the transfer function.

Meeting the reporting requirements of SB 121

Through AB 1808 (Hayden; Chapter 741, Statute of 1991), the Legislature has directed the Commission to develop and disseminate an annual "performance report for postsecondary education" beginning in November 1994. These reports are to assess student progress and the use of institutional resources in California public postsecondary education. They will contain information on many facets of student achievement, including student preparation, access, success, and satisfaction. Assessment of the transfer function falls clearly under both the general categories of student access and student success. Thus, the Commission plans to include in these performance reports as much of the quantitative transfer data called for in SB 121 as possible.

Because AB 1808 also directed the Commission and systems to strive toward consolidating, and eliminating, redundant reports wherever possible, these annual performance reports will achieve a dual purpose: (1) provide more comprehensive information in one consolidated document, and (2) reduce the number of discrete reports that the systems are required to submit to the Commission.

To the extent that reliable data can be obtained over time, the Commission expects to incorporate at least the following measures of the transfer function in its annual performance reports:

1. Total number of community college students who become "transfer eligible" annually, by gender, race/ethnicity, and disability status;
2. Average time taken by community college students to become "transfer eligible," by gender, race/ethnicity, and disability status;
3. Total number of community college students who actually transfer to a baccalaureate degree-granting institution, by gender, race/ethnicity, disability status, and type of institution enrolled; and
4. Proportion of community college "transfer eligible" students, by race/ethnicity, who apply for upper division admission and who are subsequently admitted and enroll.

3

Case Studies of Individual Community Colleges

WHILE A SUCCESSFUL transfer program requires the participation of both community colleges and universities, an important element of success lies in the orientation and activities of the institutions where transfer students begin their postsecondary studies: the community colleges. For this reason, the Commission and the systems, through the Transfer Policy Advisory Committee, agreed that the Commission would undertake comprehensive case studies of three community colleges in California -- and their receiving baccalaureate degree-granting institutions -- in order to help fulfill the requirements of SB 121 for qualitative information as well as quantitative information on the transfer function.

Campus selection and case study focus

The Commission asked the Chancellor's Office of the California Community Colleges to select three campuses for Commission staff to visit, with a requirement that one be in an urban location, another in a rural location, and at least one having a high proportion of students from historically underrepresented groups. The three colleges selected included a small rural community college in northern California; one in the Los Angeles basin area enrolling a high proportion of students from racial/ethnic groups historically underrepresented in college; and one located in a suburban section of Los Angeles County. The three colleges were deliberately not chosen on the basis of the extent of their transfer orientation, services, activities, or outcomes.

Commission staff visited each college and met with campus students, faculty members, and administrators, as well as representatives of the college's major receiving institutions, to learn how various factors on the campus affect student interest in transfer, as well as student progress toward transfer eligibility and transfer attainment. Additionally, staff sought information pertinent to the following areas of concern:

- The proportion of transfer-eligible students who, at the time of their enrollment, participated in any matriculation services.
- The extent to which community college faculty are key players in the successful operation of the transfer function, including the degree of faculty interaction with their disciplinary counterparts at transfer-receiving institutions, the amount and type of interaction of faculty at each institution in professional and personal settings, and their level of involvement in the development of articulation and transfer agreements.

- The influence exerted by the college president and campus or district policy direction on the allocation of time, priority and resources to the transfer function.
- What impact institutional factors, such as a campus' definition of its educational mission, have on the transfer function. For example, some community colleges provide a more transfer-friendly mix of academic programs in areas like economics, biology, foreign languages, and mathematics that often mirror the lower-division course offerings of baccalaureate-degree institutions. Other colleges focus more upon technical and vocational skills programs -- such as auto mechanics, computer electronics, practical and vocational nursing, secretarial training and sales preparation -- than on transfer-oriented programs.
- The perceived importance of other important institutional factors on the transfer function, such as: (1) the extent to which the college attempts to measure its progress toward fulfillment of its transfer mission, (2) the scope and operation of its transfer programs and services, and (3) the proximity of nearby baccalaureate degree-granting institutions and their mix of transfer services and programs.
- Other environmental or community characteristics such as: (1) the socioeconomic and racial/ethnic composition of the local service community in comparison to that of the student body, (2) the economic health and composition of the local community, and (3) the business climate, mix, and number of service-sector employers in the community college's service area.

The emphasis of these case studies on the factors affecting the transfer function in specific institutions represents an important evolution in the Commission's understanding of the transfer function. In the past, the Commission has emphasized the study of numbers by focusing on headcounts of students and the flow of students from originating to receiving institutions. In the future, by analyzing individual campus characteristics and special characteristics that may have shaped an institution's transfer role -- traits that may be unique to a particular college -- the Commission hopes to present an array of ideas on ways to structure a healthy transfer function that may be replicated elsewhere, even in the face of severe fiscal constraints.

Alpha College

Alpha College is located in a primarily rural area. The total population in the area constitutes less than one percent of the total state population. A little more than 43 percent of the total land area is devoted to agricultural production. Industrial activity is low and total taxable sales generated in the area represent one-half of one percent of the State's annual total sales tax revenue. Food and kindred products and lumber and wood products are the leading industries in this area. The 1994 unemployment rate was 10.2 percent. While there are no University of California campuses or independent colleges located in the area, residents have access to a local State University and community college.

Student Profile

Over the last five years, enrollment at Alpha College has decreased by 569, or 5.4 percent, from 10,538 in Fall 1989 to a current total enrollment of 9,969 students as of Fall 1994. Despite decreased enrollment, the racial/ethnic composition of the student body increased for all groups except White students, -- a trend that coincides with the systemwide pattern for that period. During the same period, annual enrollment of first-time freshmen from major feeder high schools to Alpha College increased by 104, or 24.6 percent, from 422 to 526. Full-year transfers from Alpha College to the University of California decreased slightly -- by one student, or 4.3 percent -- over the five-year period while systemwide community college transfers to the University increased by nine percent. Full-year transfers from Alpha College to the California State University also decreased slightly -- by 3 students, or 0.5 percent -- while systemwide community college transfers to the State University increased by 0.5 percent in the same period. Additional area profile and student demographic details for Alpha College can be found in Appendix B.

Commission staff spoke with campus personnel and representatives from area baccalaureate degree-granting institutions for whom Alpha is a major transfer student provider. Executive officers, student services staff, college faculty, and others were interviewed and provided various perspectives on topics such as the institution, its educational focus, its transfer program and related service, and other subjects related to student transfer. To the extent possible, the following information is presented unedited, as it was obtained from persons interviewed on the campus.

Perceptions of executive personnel

First interviewed were the college's vice president and other executive office staff. The administration of the college commented that the State's ongoing economic recession had an impact on the transfer function, as well as all other aspects of postsecondary education at this rural community college. However, Alpha College reported that it has maintained student transfer as one of its primary missions. Fortunately for this community college, the area public baccalaureate-degree granting institutions who receive its students are generally regarded as being among the most seriously committed to transfer of all the State University and University campuses. However, even these institutions have finite resources and Alpha College officials feel that there has been a general, subtle retreat from the use of transfer agreements to facilitate transfer among the baccalaureate degree-granting campuses. This diminution is occurring while increasing numbers of students are choosing transfer as a more viable option than enrolling directly in State University and University campuses.

Alpha College reported that there is a very small gap between those students determined "minimally eligible" for transfer to a baccalaureate institution and "those accepted" at the college because of the strength of relationships with its receiving institutions. However, at a larger community college with greater numbers of students, Alpha College officials speculated that this gap would likely be greater for students trying to transfer into a highly popular, over-enrolled campus such as the University of California at Berkeley.

Views on articulation

Next interviewed were campus articulation staff and State U representatives. In developing transfer curriculum, Alpha College's articulation staff reported working closely with the area California State University campus (referred to here as State U). Alpha College modifies its courses in consultation with State U to help facilitate transfer. Alpha College and State U faculties work very closely -- formally and informally -- on a variety of subjects (curriculum development, performing actual articulation determinations, holding a computer science fair, revamping courses, etc.). The mathematics, engineering, computer science, and English departments at State U all work with the community college. Also, many State U faculty teach at Alpha College and other Alpha College faculty are actually married to State U faculty. This community college clearly has a unique relationship with its major area baccalaureate degree-granting universities. Its multi-tiered levels of interaction with State U brings tremendous advantages to Alpha College as it seeks to tailor its transfer efforts to the needs of its students and of State U.

Alpha College officials commented that articulation seems to them to be an underfunded, underemphasized aspect of transfer in California. However, because of their good relations with receiving institutions, they feel they do not "pay the price" for this lack of prioritization as much as do some other community colleges. State U articulation staff say that activities with this community college have a high priority because of the two schools close working relationship. However, they and Alpha College officials felt that there are too few articulation officers in the university systems to address all of the requests and questions from the community colleges on courses and majors. State U stated they were strongly supportive of CAN and look forward to its full development so that articulated courses can be qualified via CAN, as it is housed in ASSIST -- thus, a course that is accepted for articulation from one community college to the University or the State University through CAN would qualify from all 106 community colleges. Lack of resources has limited articulation priorities to working mainly with regional partners in some cases.

Officials reported that IGETC is virtually unused on Alpha College. According to campus officials, because the overwhelming majority of its students transfer to State U, the California State University's General Education (GE) breadth course requirement is a much better path for these students. It was felt here that the IGETC requires too large a volume of courses for community college students and is too inflexible. The college claimed that of the 35 "campus patterns" for the University of California, none requires the volume of courses that IGETC demands. However, Alpha College officials noted that since it is difficult to get access to those patterns, community college counselors tend to use the IGETC because it is too difficult for the counselors to become experts on each of the complicated campus patterns.

Alpha College contended that many University of California campus departments and programs are also abandoning IGETC as not being useful to them. The officials strongly reported that IGETC is seen by many as inflexible and "high risk" to community college students because the University of California will not enroll a student who has only partially completed the IGETC course pattern, even if the student is within a course or two of completing it. The Alpha College officials hope the University of California will reconsider this policy and will start accepting transfer students who have completed nearly all of their IGETC coursework and are only a couple of courses short, allowing them time to complete the needed coursework at a University or community college campus after they have transferred to a University of California campus.

On another subject, the Alpha College officials felt that too many University and State University campuses tend to assume that a community college can easily add courses to complement the public university system's course offerings for transfer-bound and baccalaureate degree-oriented students when these systems need to eliminate course offerings due to budget cuts. One Alpha College official commented:

> *We have to maintain a balanced mission, that is: we have to offer as much of a priority to career vocational students and basic skills students as to transfer students.*

Officials at Alpha College commented that there is an assumption by the State, the public university systems, and baccalaureate institutions that community colleges are funded to create courses as needed in the academic/transfer area as the highest priority. Although Alpha College collaborates well with State U, Alpha College officials felt that Commission staff may find that the relationships between other community colleges and their area public baccalaureate institutions may not be so well coordinated, at least as it relates to the institutions' ability to meet each others respective needs for courses, programs, and openings in majors.

Alpha College's articulation staff felt that there needs to be much greater coordination of course-cutting and planning between the public university systems and the State's community colleges. Again, campus officials claimed that State University and University campuses sometime reduce sections of lower division courses that they *know* are needed by their students and tell students to take those courses at the local community college without ever speaking with the community college to see if it can offer additional sections of those courses.

Perceptions of transfer and support service personnel

Next interviewed were transfer and transition program staff. Alpha College offers extensive counseling, academic degree, and career preparation services to students and does outreach into the local high school community in hopes of helping those students prepare for education beyond high school and beyond the community colleges. Alpha College transfer program staff said that the college believes strongly in early intervention to help students; there is an extensive orientation program for new students at Alpha College, which describes the campus, its expectations, the range of services provided, etc. It is designed to ease the transition into college life for new and re-entry learners. The college also has an early alert program to which faculty, staff and other students refer students for help -- personal counseling, academic counseling, financial aid, tutoring, disability assessment, etc. The faculty are very supportive of this program and utilize it often.

There have been some staffing reductions in the transfer programs; however, Alpha College has maintained a program which focuses campus resources on underrepresented students seeking to transfer. This program was originally geared for 200 students but is now down to 111 due to budget restrictions. This program represents an attempt to significantly intervene with underrepresented groups to guide them toward the right path to transfer. Campus officials describe it as follows:

> *Students in this program sign a contract to come in for counseling on course-taking, future plans, and academic behavior. We assess them for any services they need and send them to EOPS and DSPS and other campus program that will help them. We help them develop an educational plan and set up a system whereby the student can come in and check their progress towards their transfer goals. There is some community and business involvement in this program (sponsoring students, paying for books and field trips to 4-year campuses, etc.)*

Alpha College has also created a program designed to recruit students from migrant backgrounds to encourage them to enter teaching fields (daycare, elementary/secondary, professor, etc.). Students in this program must also enroll in specific support programs on campus. The students are required to enter the campus' mentoring program to provide them with an additional support network of mentors as they proceed. Ninety-five percent of these students are transfer-bound. Alpha College staff reported that there has been some "burn-out" of campus staff and faculty involved in these programs as program budget cuts, the addition of other responsibilities, and a perceived lack of regard and resources takes its toll on persons involved in these outreach efforts.

The Alpha College Transfer Center, in cooperation with State U, continues to do "on the spot" admissions for transfer students. The college sends the information on prospective transfer students to State U admissions evaluators for review. These evaluators, in turn, come to Alpha College to formally evaluate students who likely qualify for admission. The State U evaluator has a session with the student and an Alpha College counselor on potential admission to State U. This program has been very popular in the past, but State U has reduced the frequency of these visits in response to budget reductions.

Perceptions of matriculation personnel

Next interviewed were campus staff involved in the college's matriculation program. Historically, EOPS has been involved in the transfer of community college students, although the program's mission is much broader than student transfer. EOPS students receive similar services to those provided in other transfer programs, through EOPS itself or through the programs described above and below. The State's GAIN Program (Greater Avenues for Independence) has also provided a new cadre of potential transfer students at Alpha College. Ordinarily, these students had more short-term academic goals -- in line with the GAIN program. However, as they experience success, many decide that they can succeed in an academic transfer program and at a baccalaureate institution.

Alpha College also utilizes a career counseling center because campus personnel believe it helps students clarify their goals and better understand the various paths by which those goals can be achieved. Career planning classes and workshops are strongly encouraged for Alpha College transfer and tech-prep students. Alpha College also has a "re-entry" program -- called New Horizons -- for women entering nontraditional workforces, displaced homemakers, etc.

The community college campus reported that part of the dilemma facing its matriculation efforts has been budget reductions to student service programs at baccalaureate institutions in areas that affect student transfer. The universities have reduced office hours and access to campus personnel (counselors, evaluators, admissions and registration personnel, institutional researchers, etc.) in response to budgetary constraints -- a set of actions that impedes Alpha College's ability to work with the State University and University to better facilitate student transfer. Alpha College acknowledged that most State University and University campuses have moved only reluctantly to reduce these types of contacts with community colleges. However, transfer staff said that other campuses in the two public university systems appear unconcerned by this reduction in contacts. For example, Alpha College staff said that they used to get more information on students who have transferred from Alpha College to a baccalaureate institution than they do now. Thus, it is difficult to track their former students' progress and determine what changes, if any, they should make in their transfer efforts as a result of this knowledge. Alpha College officials said that they get some anecdotal information from former students proceeding on to State U and other universities, but receive nothing systematic or quantitative on the students' progress or lack thereof.

With regard to the health of the transfer function, Alpha College staff and officials expressed a concern -- one that they claim is shared by other community colleges -- that some University and State University campuses manipulate the "transfer function" (their outreach and articulation efforts) such that these students become the variable in their attempts to achieve targeted enrollment levels. That is, in their opinion, community college transfer students are often treated as the "add-ons" when some State University or University campus needs more students to enroll. In this situation, the universities tend to engage more vigorously in outreach and articulation (visits to community college campuses, on-the spot admissions, more extensive articulation agreements, greater use of segmental outreach programs, etc.) in order to get more transfer students to enroll. Conversely, according to Alpha College, when these university campuses expect to be at capacity or over-enrolled, they retreat from their outreach efforts, become less flexible in implementing articulation agreements, and erect other subtle administrative picket fences. The result is a reduction in the number of transfer students likely to enroll. To staff at Alpha College and at other community colleges, this calls into question the genuine priority of community college transfer students in postsecondary education at some of the state's public universities.

Student perceptions

Next interviewed were five students enrolled in the college. Most of these students had identified and were already pursuing transfer as a goal; one student was just deciding on transfer goals. Alpha College students reported very positive perceptions of the programs, staff and faculty at the campus. They generally find college personnel very interested in their achievement and success. Faculty and staff have taken a personal interest in the outcomes of the students, and are willing to "hold their hands and walk them through" some difficult periods during their academic careers at Alpha College. Many students reported that they had transferred *to* Alpha College *from* other community colleges for a "second start" on their postsecondary careers. Many find Alpha College's rural environment more conducive to study and academic focus than busier, or more urban campuses. All students interviewed had used Alpha College's transfer centers and other student services (EOPS, career counseling, Early Alert, etc.) and described these programs as instrumental in their success.

Beta College

The area in which Beta College is located is primarily suburban in nature with some areas of undeveloped and agricultural land. Although definitely suburban in direction, the current land use is mixed, with 9.2 percent of the total land area devoted to agricultural production. The total population in the area constitutes slightly more than four percent of the total State population. Total taxable sales generated in the area represent 3.5 percent of the State total. Transportation equipment, stone, clay and glass products, and instruments and related products are the leading industries in this area. The 1994 unemployment rate in the area was 10.6 percent. While there are no California State University campuses or independent colleges located in the proximate area, there are State University campuses within commuting distance and residents of the area have access to the University of California, California State University, and local community colleges.

Student Profile

Over the last five years, student enrollment at Beta College has decreased by 4,518, or 13.7 percent, from 32,940 in Fall 1989 to a current total enrollment of 28,422 students as of Fall 1994. Despite decreased enrollment, there was an increase in the student body for all groups except Black and White students, which is consistent with the systemwide trend for White students for that period. During the same period, annual enrollment of first-time freshmen from the major feeder high schools to Beta College decreased by 561, or 22.6 percent, from 2,486 to 1,925 students. Full-year transfers from Beta College to the University of California increased dramatically -- by 67 students, or 66.3 percent -- over the five-year period while systemwide community college transfers to UC increased by nine percent. Full-year transfers from Beta College to the California State University also increased -- by 72 students, or 7.7 percent -- while systemwide community college transfers to the CSU increased by 0.5 percent in the same period. Additional area profile and student demographic details for Beta College can be found in Appendix B.

Commission staff spoke with campus personnel and representatives from area baccalaureate degree-granting institutions for whom Beta College is a major transfer student provider. Executive officers, student services staff, college faculty, and others were interviewed and provided various perspectives on topics such as the institution, its educational focus, its transfer program and related service and other subjects related to student transfer. To the extent possible, the following information is presented unedited, as it was obtained from persons interviewed on the campus.

Perceptions of executive personnel

First interviewed were the college's vice president and other executive office staff. Beta College executive office personnel stated that there is relative "equality" among the missions of vocational preparation and academic transfer education at the college, although many faculty feel that one or the other is the most important. In general, the campus administration felt that there is a good balance among the two missions of transfer and workforce preparation at Beta College. Some people at the campus felt that their student advisors/counselors were more focused on transfer education needs than the other facets of the community college educational mission.

Campus officials reported reductions "across the board" in Beta College over the past four years; however, areas not reduced have been basic skills courses and the general education courses required for transfer. Reductions have occurred in some vocational courses that had low enrollments and in some other courses with low enrollments, such as the humanities. Beta College felt it has been fortunate in that it had not been required to reduce curricular offerings in areas critical to first-year students and transfer students; this appears to have been a conscious choice of the college.

Officials felt that the transfer function at Beta College functions well and that the college is "above average" among the colleges as a feeder school to area baccalaureate institutions. Beta College officials recalled that the college was a pilot school for the original "transfer center" proposal, and that student transfer has always been a focus of the college. Beta College officials said that they maintained very strong transfer relations with the two area State University campuses (referred to here as State U #1 and State U #2), as well as an adjacent University of California campus. Beta College also felt that it has a very good matriculation program, noting that there is a "tighter policy" on the placement of students at the campus; Beta College tests 40,000-50,000 students annually for placement purposes in classes. Officials noted that placement at Beta College is focused more on the transferability of students than on the vocational education curriculum. The college's academic senate is very concerned about maintaining pre-and co-requisite courses needed for transfer, as part of Beta College's focus on transfer. Many of the campus faculty equate quality with transfer; faculty believe quality relates directly to the preparation of students for the classes they are taking or will take.

Beta College officials next briefly described their service area:

> *Our community area is growing more demographically diverse and our student population is 61 percent non-White; Asian students are our fastest growing population, followed by Latino students. Our local service area is middle/upper class and the immediately surrounding areas are lower/middle class, socio-economically speaking. Of our student body, we feel that 50 percent would qualify for some sort of student financial aid (the statewide average is 50-75%). We also have a large body of re-entry students at Beta College and we have a special center with specialized, focused services for these students; they tend to be heavily AFDC.*
>
> *In terms of corporate retraining, our JTPA, GAIN and vocational and job training programs are growing. In addition, Beta College is moving aggressively into contract education, whereby Beta College is seen as the training site for people in the community who are laid-off, or need retraining. We hope employers will use Beta College for their training and retraining needs.*

Perceptions on articulation and intersegmental coordination

Next interviewed were the campus' Transfer Center director and other transfer staff. The Beta College Transfer Center director said that Beta College has very good working relationships with its main area receiving institutions. She reported that Beta College has course-to-course and specific major articulation agreements with those baccalaureate institutions and some others, although the focus has been more on course-to-course articulation. The articulation agreements are updated daily, using CAN; however, Beta College is not, technically, part of Project ASSIST. Some Beta College students have attended a variety of other community colleges before enrolling here, although they often times become "transfer eligible" based upon their coursework at Beta College.

Beta College transfer counselors noted that, at some institutions, there are some logistical barriers to reaching prospective transfer students, such as securing their names and addresses. At Beta College, the rest of the administrative structure is very supportive of student transfer and provides the support (from computer programming time to mailing labels) that counselors need to identify and serve prospective and actual transfer students. The Transfer Center director noted that she felt the campuses' many transfer-focused programs worked well together, although there are no systematic evaluations of the effectiveness of these programs.

The Transfer Center Administrator from State U #1 spoke of the coordination of services and orientation efforts of the university toward Beta College's transfer students. She described many outreach efforts done by State U #1 on Beta College's campus. She said that the mathematics faculties at the two institutions work well together, as do the science faculty on many issues of curricula and the preparation of high school graduates enrolling in college. She said that 42 percent of all of the transfers from Beta College are to State U #1.

The State U #1 Transfer Center administrator also spoke, generally, of the "gap" between EOPS and the other transfer-focused programs on community college campuses. She noted the "territoriality" of some EOPS programs and how that attitude sometimes seems to disadvantage students. She said that many of the "sub groups" of student service programs on campuses do not, for whatever reason, seem to work in concert:

> *. . . as an example, we [State U #1] are having a 'transfer tour day' next Friday; we have them twice a year, fall and spring. We send out invitations to 52 community colleges, and we send out invitations to the Dean of Counseling, the Director of EOP, the Director of the Transfer Center, and the Dean of Disabled Students. Then invariably we'll get a call from, usually, the transfer centers or, sometimes, EOPS that 'well, we have to have two different buses, we can't ride on the same bus, or we need two parking passes . . . . ' It is really hard to find a [community college] institution that you can send an invitation to that you can expect that you will hear from EOPS and the other sub groups . . . . I don't know what it is but it's always, like, 'we have to have our own invitation for our own program.'*

It was suggested that much of this separation is the result of legal requirements that prohibit "co-mingling" of categorical program resources with other programs and services. This requirement to account specifically for categorical funding might make some programs appear more isolationist than they truly are or need to be.

The State U #1 Transfer Center administrator then commented upon the difficulty of reaching EOPS students on the community college campuses. She said that students from historically underrepresented backgrounds will come into the transfer centers but that the EOPS program does not seem supportive of this behavior if they happen to be EOPS students. She stated her opinion that EOPS does not serve the transfer needs of its service population, because of its lack of interaction with community college and baccalaureate institution transfer programs and services. She said that at one other area community college, "there's like a wall between the EOPS population and the transfer population of students and the students are the ones suffering." She contrasted this situation to the ability of the community colleges' DSP&S programs to directly serve their clientele and still interact with the transfer and other service groups.

Next interviewed were staff responsible for the college's matriculation program and instructional services staff. Student services staff felt that their offerings have definitely assisted the transfer function, although there are no specific measurements of the impact of these services on transfer. In terms of instructional services, the main impact on transfer is through the curriculum. They noted that there are several programs available to assist underrepresented students, as well as all other students, to achieve their transfer goals at the college (EOPS, DSPS, Transfer Centers, etc.). Beta College also has a K-12 teacher aide training program that enables staff to further their education and eventually acquire a teaching credential. In addition, Beta College officials said that they focus intensively on the transfer performance of their student athletes. Staff stated that Beta College transfers a large number of student athletes -- among the largest number in the nation.

With regard to coordination between Beta College and the baccalaureate systems, the campus reported that there has been some good dialogue on relating the course and major needs of the respective institutions. Additionally, Beta College has engaged in collaborative faculty-to-faculty interaction with State U #1 with respect to curriculum and course content. This collaboration was sufficiently successful in developing mathematics curriculum that State U #1's five other main feeder community colleges tried to unify their curriculum in mathematics to articulate with State U #1's. Beta College representatives said that there is a degree of independence on the part of both institutions in terms of their scheduling of courses and sections that are offered.

The campus staff reported that there is concern at Beta College that the University and, to a lesser extent, the State University are not "in the loop" on the many reform initiatives -- Tech Prep, 2+2+2, and School-to-Work, -- currently receiving attention in postsecondary education. They said:

> *. . . the University does not seem to see much of a role for itself in these initiatives. Additionally, we have concerns about what classes in these, and other, areas might look like (from an applied academics perspective), what effect they might have on the general education pattern, what effect they will have on students who want to transfer, what will and won't the University and State University accept. These are areas that the Statewide Academic Senates are working on, but thus far there has been little progress in addressing this issue. For example, [a Beta College representative] was at a meeting with a community college consortium and one [community college] representative said: 'whatever you do, don't name a course applied anything or the State University and University won't accept it.'*

Additionally, Beta College has been revamping its associate degree requirements in order to re-shape the meaning of the AA and AS degree.

Beta College staff commented that they feel there needs to be a better understanding about missions and goals among the higher education systems. They felt that there tends to be an elitist view on the part of some in the University and State University as to what goes on at a community college. The community college educators felt that some University and State University personnel do not understand the degree of central control and accountability to the State that is a part of community college life, as contrasted with the relative autonomy of the State University and, more particularly, the University of California. Similarly, they noted that there also needs to be better cooperation and "intra-system" articulation among the community colleges themselves. They commented that some students have taken coursework at other community colleges for which they did not receive credit when enrolling at a different community college.

Perceptions of matriculation and support service personnel

Next interviewed were the college's academic and career counselors, along with the matriculation staff. The Chair of the counseling department mentioned the importance of providing orientation to new and re-entry students and described the orientation process. Additionally, he noted that priority registration is given to students who have completed orientation in a timely fashion. Students who enroll in the "guidance" classes are also considered to have met these requirements. The counselors observed that some faculty are involved as mentors with students and noted that the degree of accuracy of information given to students varies by faculty member. Beta College had planned to provide training to faculty as to the availability and scope of student services in order to facilitate their advisement of students, but this has not yet been implemented.

The counseling department Chair noted that the impact of the economic downturn on community college funding has led to a decrease in the number of counselors -- at a time that enrollments were increasing -- and that this, in turn, has led to a deterioration in the quality and quantity of counseling and advising services offered to students. As a cost saver and time-management strategy, counselors have relied more on "group" appointments for students but state that "the more you have groups, the more that stimulates an individual appointment." He said that counselors would like to see orientation made mandatory for new and re-entry students, although they have misgivings about trying to mandate services for adult students.

In terms of student transfer, counselors felt that matriculation plays an important role for students who were not initially transfer-bound:

> *It gets them thinking about it. Some students start out taking an Associate of Science, vocational certificate track of courses but when they are exposed to the academic degree track of courses, they start to realize that they can transfer and get a 4-year degree."*

Beta College used to have two "outreach" centers in the community, but they were discontinued for financial reasons. The counselors felt that these centers provided important services to underrepresented students and reentry students coming to Beta College. The information provided at these centers tended to demystify the college-going process and provided underrepresented students with important admissions, registration and academic planning information that helped them shape their college aspirations.

The counselors strongly hoped for better articulation with the baccalaureate institutions. They noted that even some courses on CAN are sometimes not accepted by the universities. The Beta College counselors lamented: "I guess that attitude that 'no one can do it like I do it' is prevalent." They saw a lack of commitment to articulation by some universities and that transfer will not significantly improve until articulation -- its development and acceptance -- improves.

Student perceptions

Next interviewed were students at the college who were pursuing transfer as a goal. Also in attendance was a State U #1 student who had transferred from the college. The student who had already transferred said that she had taken a Beta College course on career guidance at the suggestion of the Transfer Center counselors. She said that this course was very helpful to her in determining the path she should take in preparing to transfer to a baccalaureate institution. She also noted that there was a good career fair on campus which provided information on many different potential careers and the paths to those careers. The student was highly complimentary of the community college's role in helping students determine, basically "what they want to do when they grow up." She said the Beta College Transfer Center was also very helpful by always keeping appointments and providing information. The student felt, however, that it takes a good deal of personal motivation on the part of students in order to transfer.

The student suggested that there should be more advertisement of the services offered by the Transfer Center because many students she knew -- all potential transfer students -- did not seek out its services. The student also found that the support services were there for her on both the community college campus and at State U #2, but that students have to be assertive to receive the services. She said that the counselors are very helpful and professional and will do anything for the student, but that the student has to take the first step.

A second student currently enrolled at Beta College said that he had spoken with a counselor, decided upon a major, then went to the educational planning center to develop more firm transfer goals. He complimented Beta College for the amount and availability of information on transfer. He said that the student services staff with whom he has dealt have a strong "customer service, customer satisfaction" orientation. He visits the Transfer Center to gather information as he proceeds through college. He said that he notices little direct interaction between faculty and staff of the college.

A third student in her first year of college spoke of her interaction with an academic advisor; she noted that she had missed the orientation and had relied on the advisor to get information. She said that she had identified the baccalaureate institution to which she plans to transfer, has visited the campus (State U #1), and is narrowing down her major. She said that her academic counselor and friends have advised her to look closely at course catalogs to make sure that the courses she took were transferrable to the University and State University. She said that there is a peer support network for transfer students and the other two students that were interviewed agreed. One said students often "network on" different courses and instructors at the college. In terms of suggestions for improvement in transfer-related services, both students suggested that more and better advertising is needed to market the many services offered by the Transfer Center. It was also suggested that more computer-readable information be made available on the transferability of certain courses, particularly if the student changes majors or transfers to another institution.

A fourth student, who had already transferred and graduated with a baccalaureate degree from State U #1, complimented the guidance class offered at Beta College and all of the services offered through the Transfer Center. She said that she knew of her transfer objectives before she enrolled and, as a consequence, felt that the whole process was not as difficult for her as it might be for other students. She went on transfer-sponsored tours of State U #1 while enrolled at Beta College and tried to familiarize herself with the academics and other aspects of State U #1 while she was still at Beta College. She noted that she had a good existing support network (an older sibling who had preceded her to Beta College and State U #1) but that other students, peer mentors and counselors provided much assistance. The third student said that peer mentors are particularly helpful, as some students are intimidated by counselors and are more comfortable with people closer to their own age.

Evaluating transfer activities

Next interviewed were campus institutional research and planning staff. The first part of the discussion was about data sharing among the systems, and the problem of who receives credit for the transfer student -- the community college of last attendance, even if a student only took one course at that college, or the college at which the student completed the largest number of units. The director of institutional research for Beta College also discussed various studies she was involved in on developing transfer rates and other student flow issues. She discussed the various internal reports on student transfer data that are developed and disseminated at Beta College.

She expressed concern that it has become increasingly more difficult to get data on transfer from the baccalaureate institutions. University and State University now charge for data tapes and reports needed by the colleges to assess the effectiveness of Beta College's transfer function. She was highly complimentary of the data developed and distributed by the Postsecondary Education Commission, but concerned about the quality of the data submitted to the Commission by colleges, high schools, and the statewide education system offices. The research director's data suggested that there is more transfer occurring than what is presented in published reports, but that for a variety of reasons (mostly data quality, politics, and other variables), information on many students who transfer is lost -- especially part-time students.

Faculty perspectives

Next interviewed were faculty members and representatives of the academic senate. The Academic Senate president stated that there are not many formal and informal contacts between faculty of Beta College and area baccalaureate degree-granting institutions. Individual departments' faculty at Beta College -- such as mathematics faculty -- do sometimes collaborate with their counterparts at area universities. The faculty view the success of student transfer as more a product of the Transfer Center, and its accompanying services, than direct faculty-to-faculty interaction. The articulation officers handle articulation well enough and Beta College faculty do not see the need for personal interaction with their counterparts at baccalaureate institutions on this issue.

In terms of institutional mission, perspectives vary at Beta College depending upon enrollments trends. One faculty member explained:

> *Ten to 12 years ago we had a shift toward the vocational, as far as enrollments, and we were being told . . . by some of our people . . . that the transfer program was not so important anymore. Now, it is clear that the majority of [these faculties'] students are seeking to transfer. Faculty in the vocational and academic areas do not work as closely together, as groups, as they do within their respective program/discipline areas. There is some concern among faculty that the basic skills function is growing on the college, and in the community colleges in general, as there are more and more 'pre-college' courses being taught. However we don't feel that basic skills will ever overwhelm transfer as a function at Beta College because the faculty would not allow this to happen.*

With regard to interaction with -- and impact upon -- identified potential transfer students on the part of Beta College faculty, the academic senate representative said that more information from the universities would be helpful. For example, the major independent university in the area was actively seeking more students for a certain program, so they gave Beta College faculty considerable information on the program (openings, support systems, financial aid, etc.) in order to encourage faculty to suggest the program to Beta College students. Beta College faculty also spoke of regretting the lack of feedback they receive on the progress made by their former students after transferring to the baccalaureate institutions.

Finally, Beta College faculty reported that they are seeing transfer as a "fairly centralized function" as are other aspects of the operation of Beta College. This has tended to discourage faculty from getting too involved in the operational specifics of individual programs and functions, such as transfer.

Gamma College

Gamma College is located in the midst of a major urban area. The total population in the area represents 28.7 percent of the total state population. Despite its urban setting, slightly more than seven percent of the total land area is devoted to agricultural production. Industrial activity is high and total taxable sales constitute 26.9 percent of the State's annual total. The leading industries are numerous and varied, including transportation equipment, instruments and related products, food and kindred products, electronic and related equipment, fabricated metal products and primary metal industries, industrial machinery and equipment, and printing and publishing. The unemployment rate in 1994 was 9.7 percent. Each system of public postsecondary education is represented by a campus in the area and there are numerous independent colleges as well.

Student Profile

Over the last five years, student enrollment at Gamma College decreased by 678, or 4.2 percent, from 16,193 in Fall 1989 to a current total enrollment of 15,515 as of Fall 1994. This period of decreasing enrollment produced changes in the racial/ethnic composition of the student body. The number of Asian, Black, Filipino and Other students decreased in representation while Latino and White student enrollment increased, and Native American student representation remained constant over five years. During the same period, annual enrollment of first-time freshmen from the major feeder high schools to Gamma College decreased by 14, or 3.2 percent, from 438 to 424 students. Full-year transfers from Gamma College to the University of California also decreased -- by 18 students, or 18.8 percent -- over the five-year period while systemwide community college transfers to the University increased by nine percent. Full-year transfers to the California State University decreased as well -- by 132 students, or 24.9 percent -- while systemwide community college transfers to the State University increased by 0.5 percent in the same period. Additional area profile and student demographic details can be found in Appendix B.

Commission staff spoke with campus personnel; representatives from area baccalaureate degree-granting institutions for whom Gamma College is a major transfer student provider were not available for this interview. Executive officers, student services staff, college faculty, and others were interviewed and provided various perspectives on topics such as the institution, its educational focus, its transfer program and related service and other subjects related to student transfer. To the extent possible, the following information is presented unedited, as it was obtained from persons interviewed on the campus.

Perceptions of executive personnel

First interviewed were the college's vice president and other executive office staff. In general, the conversation centered on the accomplishments of the college and the focus on transfer as an important mission among the three -- basic skills and vocational education being the others -- on the campus. The president, who joined the interview later, mentioned the vast demographic diversity of the campus, the challenges of being an "inner city" community college, and the high quality of the staff, students and faculty at Gamma College.

Perceptions of transfer and support service personnel

Next interviewed were the college's institutional research staff, counseling staff, and transfer program staff. The college's director of research noted that Gamma College was now beginning to collect data on elements of transfer that relate to students. She said part of her plan is to educate the faculty and staff by describing the demographics of the Gamma College service area. Topics examined included such things as income distribution and educational achievement of the population and the linguistic diversity of the student body. She then helps to translate these facts into a discussion of different instructional and service strategies that might be most successful in dealing with this population of students.

She said that she feels that the main hindrance to transfer at her college was the lack of knowledge, experience and sophistication of students in functioning in a postsecondary environment. She described the background of the student body -- some students are international, some have already dropped out of higher education earlier, and others have "multiple stresses" in their lives. She said that there is a core of Gamma College students who are savvy and have a "network" among other students, faculty and staff that will facilitate their transfer to a baccalaureate institution. She said that funding uncertainties and the depressed economy has hindered transfer because of the challenges facing Gamma College's service area.

The Chair of the Gamma College's counseling office said that they counsel all students -- including the identified transfer students -- and try to "get them on track" with regard to the courses they wish to take and the outcomes (degree, vocational certificate, a job, etc.) they expect to achieve. He said that they assist students to assure that they take the proper courses for their major, know the general education requirements, and are familiar with the various options available to them. He said that the counseling office works closely with the Transfer Center to try to assure that students have at least the first 30 units of their college enrollment planned "in the right direction" so that students do not take unnecessary courses. In this way, students will understand what is expected of them in terms of grade point averages in the courses and other academic requirements for the course of study upon which they have embarked.

The Chair of the counseling department said that part of his job is to let students know of the financial assistance, academic counseling, and other support networks that are available to students seeking to transfer to a baccalaureate institution. It seems that many area students do not think they can afford to pursue this goal, and thus direct their educational efforts toward a different outcome because they lack this important information. He mentioned that, of the students Gamma College had transferred to the major area independent institution in a recent year, there were almost 170 transfer-eligible students who had applied and 54 who were accepted. This places Gamma College among the top 10 colleges transferring students to that institution -- a laudable achievement for a community college located in an economically depressed area and that serves an "at risk" student population. He said that the counseling and transfer offices are very proud of this fact, noting: "If we don't make students aware of the other services, they can have all the desire in the world and never get [anywhere] . . . they'll say 'heck, I can't afford this.'"

The counseling center Chair also feels that Gamma College has had some success in dealing with "first generation" students who come in assuming that a vocational track is all that they are qualified for but who later pursue a transfer goal. He said that they counsel these students and often, after reviewing the students' successful course work in the vocational education classes, will encourage them to "broaden their horizons" and pursue a baccalaureate degree.

In response to a question, the counseling director also stated that the counseling and matriculation processes complement one another. He briefly described the matriculation process. He said that nearly 50 percent of the Gamma College students come to college undecided about their educational goal and that the matriculation and counseling processes help these students make determinations about their futures. He said that Gamma College also has a very fine career center and that this office operates in concert with the counseling and transfer offices.

The Transfer Center director spoke forcefully about student transfer on her campus. She described the history of Gamma College as one of the original Transfer Center pilot projects, and the ways in which the college has refined its Transfer Center operations over the years. She noted, for example, that the campus tries to reach out to different groups of students and send information to their homes on various on-campus activities related to their racial/ethnic backgrounds (e.g., Black Studies day, Asian/Pacific Islanders days, etc.). She said that this type of information goes to every student at the campus, not just those who are identified as "transfer" students. She then described the many other outreach efforts on the campus.

She complained about the way transfer rates are defined and calculated by the State and about the general methodologies and policies used by the State to hold community colleges accountable for success in student transfer. She singled out the policy that gives the "college of last attendance" credit for transferring the student -- even if that student had taken *60* transferrable units at one college and only *1* unit at the college the student last attended before transferring. She also said that students who transfer out of state are not counted by the State -- such as the five or six students every year whom she said transfer from Gamma College to historically Black colleges and universities located in the eastern and southern United States.

The Transfer Center director went on to discuss the strong commitment that the college and other departments have toward the Transfer Center, which was reflected in their resource support when the Center's budget was reduced. She said that a Transfer Center needs to have an equal partnership with the administration and the faculty. She also said that Transfer Center personnel need to vigorously defend their budget in internal budgetary discussions. Moreover, she mentioned the need to communicate with vocational education teachers in a way that they consider their positions are not threatened as colleges focus more specifically on student transfer. She said that State policy makers are essentially too focused on numbers and are not sufficiently focused upon the effectiveness of Transfer Centers.

On the subject of inter-institutional cooperation and collaboration, the Transfer Center director lamented the cessation of the articulation and transfer center conferences that involved all four of the State's postsecondary systems. She said that this had been an excellent opportunity for networking and meeting with the State University and University articulation officers so that difficulties that arose over the admission of transfer students could be resolved by people who had established face-to-face relationships.

The Transfer Center director also promoted the need for a better exchange of information on the progress of students who have transferred. She suggested that the baccalaureate "receiving" institution should be required to send outcomes data on transfer students back to a central State office in Sacramento for analysis and dissemination to the community colleges. She said that, presently, the only good tracking data on transfer students is on foreign students because federal and State laws require that information on the progress and location of these students be collected and regularly updated. She stated that, ironically, foreign students enrolled in the community colleges who transfer on to the State University are *not* included in the annual State University report of students who have transferred.

Finally, she noted that although providing adequate levels of funding to the colleges is important to the success of the transfer function, it is not the most important component: "It takes people." She described the coordination of existing formats and programs as components that contribute mightily to the success -- or failure -- of the transfer function.

Matriculation and articulation activities

Next interviewed were the campus articulation officer and representatives from the college's academic senate. In response to questions about the level of matriculation follow-up services, the vice president of the Gamma College's Academic Senate said that there are not sufficient resources provided for appropriate monitoring of students. She said the level of need of many of the students is so great that, at present staffing levels, the office cannot provide even most students with sufficient follow-up services, as is called for under the matriculation plan in AB 1725. She said that the mean age of students on the campus is 31 and that the median age is 28 -- a population with different needs than the traditional 18- to 20-year-old transfer students envisioned by the State. She said that many students coming to Gamma College are adults ready for some specific direction when they enter, irrespective of their backgrounds and prior academic experiences.

The Gamma College articulation officer discussed the high dropout rate for first-time freshmen enrolled in colleges and universities, in general, and described the challenges they face in communicating with many parents and high school students who are focused on college preparation courses to the exclusion of other options, which may contribute to expectations that exceed students' current abilities. She said that, for many students, " . . . to get into a megalopolis like UCLA right out of high school is the most damaging thing in the world." She said the State should encourage 18-year olds to seek an initial postsecondary education environment that is more supportive of them and more likely to encourage persistence than dropping out. She also stated that postsecondary education needs to use the term *career education* to describe the needs of students after high school. She inferred that the term "job training" is outdated and demeaning.

On the subject of course articulation, the articulation officer spoke of the efforts of Gamma College with local high schools to make sure that their "tech prep" curriculum and subject "competencies" are attuned to those of the college. She used Algebra I as an example, saying that what some high schools teach as Algebra I often does not prepare the student for college-level Algebra. She told of one incoming student who had received a grade of "B" in her last high school Algebra course but performed below Pre-Algebra level in the college's matriculation process. She felt that much stronger direction should come from the California Department of Education or other State officials on the subject of course content and the competencies expected of students. In this way, high schools would be forced to revise curricula such that students who complete a high school math or science course are sufficiently competent in that subject that they will be successful in the next level of these courses in a postsecondary institution.

The articulation officer said she believes that there should be much more extensive "discipline-to-discipline," faculty-to-faculty interaction with regard to articulation between the community colleges and baccalaureate institutions. As a registered nurse, she noted: ". . . I believe in disciplines eye-balling one another -- *you* can't tell me about nursing but *another nurse* can." She is more supportive of campus-to-campus articulation than systemwide efforts because she feels those efforts tend to be limited to certain technologies, such as inclusion in CAN or ASSIST. She said, for example, that Gamma College has 119 courses listed in CAN but that the college has many more courses that are transferrable to area baccalaureate universities because of the personal contacts she and others have with those campuses.

She went on to describe the level of relationships she has been able to establish with those campuses, as well as with articulation officers at other universities throughout the state.

She said the key to articulation and transfer is to have it "institutionalized." She indicated that the articulation officer on a campus is very important. That person must be a faculty person who knows academia and who understands that the job is "faculty-to-faculty," not "faculty-to-student." She said that the articulation officer must be "seasoned" and must know the college's catalogue and the content of the courses. This person must do his/her homework on the extent to which students have met transfer requirements and then be prepared to fight hard on behalf of students to get them transferred with all of the academic credits they deserve.

On the subject of curriculum offerings at the college as related to courses offered by the area baccalaureate institutions, she said that the college is somewhat concerned by decisions made by the baccalaureate institutions on which courses (and how many sections) they will offer and the role they assume the community colleges will play in meeting any unmet need for those courses. She said that the area universities "try to let us know" of their plans that may affect the college. She described changes in the field of accounting resulting from concerns expressed by the Certified Public Accountants professional organization about courses in this field. Her campus is collaborating with area State University and University campuses, as well as the major area independent institutions, on the courses to offer and the content of those courses in response to this dilemma.

Responding to a question on the role of the academic senate in course articulation -- its role as a facilitator of inter-institutional faculty contacts -- the vice president of Gamma College's Academic Senate said that the senate has a curriculum committee and a general education committee to determine the courses to be articulated with the baccalaureate institutions. The cooperation and coordination of these two committees on course articulation help assure that these courses contain elements desired by the universities. She said that Gamma College is presently in an extensive program and course review process; this should be completed in three years.

Further, she noted that, as of November, 1994, Gamma College was only at the "development stage" of the matriculation-mandated review and development of pre-requisites and co-requisites. Gamma College was developing the appropriate forms and expected to have faculty workshops in the Spring of 1995 to explain the regulations, the requirement that faculty integrate course objectives into course content, and the requirements for validation of those courses. She went on to describe the process of course articulation and the role of the curriculum committee in implementing the "pre-requisite and co-requisite" requirements of matriculation.

The Academic Senate vice president described the difficulty within the local community college district with respect to implementing the new matriculation program consistently among the campuses because, as she says: "there hasn't been enough communication as to what actually is the direction from the Chancellor's Office." She said that individual campuses have programs and are "revising" them based on district policy. The articulation officer then discussed the problems with competencies within English courses that are in IGETC, as they affect demonstrated competencies in the English language that are not evenly solicited in the classroom.

Next interviewed were Gamma College's matriculation and counseling staff. The matriculation representative briefly described the operation of the campus' matriculation program and noted the challenge of serving students from many different language backgrounds. He said that 99 percent of students need to take the assessment examination at the beginning of their college careers. For students in need of basic entry-level English, the campus offers a "zero period" course and also refers students to adult education and basic English courses at local elementary and secondary schools. He then described the extensive orientation offered and the various counseling and advising services available.

The matriculation staff member described the challenges facing the college's counselors because of the large numbers of students seeking their services and the relatively small number of counselors available. Responding to a question on how the matriculation process affects students' goals, the representative spoke of the guidance counseling process and said that students were treated as adults and were encouraged -- not required - to seek out counseling as they revise or question their earlier educational goals. He said that if a greater number of counselors were available, he would try to provide even more extensive counseling to students. The articulation officer said that it may be unrealistic for State policy on matriculation to specify that students should have declared an educational goal by their second semester, given the frequency with which the average student changes his or her mind on their career choices. The matriculation representative said that another good aspect of the program is that it gradually helps to weed out the "professional students" who take classes year after year and change educational goals and majors periodically.

The articulation officer interjected that part of the problem is the perception among high school counselors that students who are not academically interested or successful should go to a community college because "that's easy"; then the student finds out just the opposite. She said that, as long as this perception exists, it will be difficult for matriculation to work effectively. She and the other representatives quickly added that this perception problem does not seem to exist with regard to Gamma College's "receiving" baccalaureate universities. She said that because of the process leading to the development of articulation agreements, the historic relationships between the area colleges and universities, and the rigor and credibility of the Gamma College transfer education process, the area baccalaureate degree-granting institutions have respect for the college.

Student perceptions

Next interviewed were two student representatives who were leaders in the college's Associated Students organization and were very active in maintaining and improving the level of services provided to students. They spoke at length about the many, diverse needs of the student body at Gamma College and focused more on individual operational challenges facing student government at the college than on student issues related to transfer.

Among their concerns was the number of hourly staff versus full-time instructors at the college and the lack of access students often have to part-time instructors. Also, they expressed a desire that the college or district develop a policy for suspending and dismissing faculty due to consistently poor performance or abusive behavior. The students noted that most of the student population at Gamma College consisted of working adults who had experienced some failures in high school or in earlier college experiences. They said that the academic needs of these students are more three-dimensional that just "textbooks and transfer." Rather, areas of life like "child-rearing, bill-paying, mid-life-crises" are critical concerns of many Gamma College students.

4

Summary Findings and Future Directions

Summary findings

This Commission report provides an assessment of the progress that has been realized in achieving state goals -- as expressed in SB 121 -- of improving student transfer among the California Community Colleges, the California State University, and the University of California. The report demonstrates that the transfer function involves several complementary components -- from systemwide programs and services to personal, inter-institutional relationships -- which mitigate against relying on a single measure of its effectiveness. Statistical information available on student transfer show that, despite the effects of nearly a half-decade of recession-driven funding reductions, the numbers of students taking advantage of transfer opportunities to continue their academic careers after high school have recovered from several years of decline to reach its highest point this decade.

Despite the success of California's public colleges and universities in facilitating student transfer from community colleges to baccalaureate degree-granting institutions, many of the interpersonal and inter-institutional components of the transfer function have suffered as a result of fiscal stringency. Three case studies of actual campus practices and perceptions regarding student transfer have been included in this report to provide an "on the scene" view of the transfer function and process from the perspectives of staff, faculty and students on California's campuses. Their varying perceptions of the relative importance of the individual components of the transfer function point to the level of complexity in the transfer process in reality.

Staff analyses of the more objective information summarized in section 2 of this report and the qualitative information summarized in section 3 support several general findings, detailed below, and identifies several areas towards which continued attention and resources should be directed.

Enrollment priority for upper division transfer students

Both the California State University and the University of California have modified their priorities for transfer admission decisions to give highest priority to eligible community college students seeking to enroll at the junior level. Prior to 1990, the California State University had been more flexible in granting admission to eligible students seeking to transfer from a community college or an accredited baccalaureate degree-granting institution at the lower division level (advanced freshman or sophomore). This change was part of the State University's review of its Enrollment Management Policy and Practices prompted, in part, by budget pressures.

The University of California has historically relied more heavily on first-time freshman in assembling its annual class of new students. However, the combined effect of budget constraints, space limitations, and institutional commitment to remain in compliance with the goal of achieving an undergraduate mix of at least 60 percent upper division students has resulted in a substantial increase in the number of eligible community college students enrolling at a University campus. The popularity of some of the University's campuses has also prompted the University to encourage fully qualified, but not highly competitive, high school graduates to enroll in community colleges and reapply to the campus of choice after completing a designated course of study with satisfactory grades.

The heightened priority given to community college transfers seeking enrollment at the junior level is consistent with basic premises contained within the State's Master Plan for Higher Education -- efficiency in the use of State resources to provide postsecondary educational opportunities, and coordination between community colleges and the State's public university systems. However, it has also underscored an unmet need for a coordinated system of postsecondary education: the ability to reliably estimate likely demand for access to upper division educational opportunities by eligible community college students. This capacity is essential to effective statewide planning efforts aimed at accommodating the demand for access to baccalaureate degree programs.

Articulation efforts

The public higher education systems have made progress developing articulation agreements for academic courses of study. However, the pace at which these agreements have been developed by the respective systems' academic senates and implemented by system and campus officials is slower than anticipated by policy makers, educators, and students seeking transfer. As evidenced by such programs and policies as IGETC, major-specific transfer agreements, Project ASSIST, and CAN, the public systems have demonstrated the ability to develop cooperative methods of implementing articulation agreements and disseminating information about these agreements as part of efforts to facilitate student transfer.

The transfer function has survived the State's long economic recession and concomitant budget cuts, but at some cost. System efforts to maintain and expand articulation have been harmed, staffing and funding reductions prompted many campuses to lessen efforts to maintain articulation contacts, needed sections of transfer courses have been reduced, fewer slots have been available for transfer students in some majors, and coordination of transfer efforts has generally suffered. Increases in resident student fees, coupled with the shifting emphasis in student financial aid from grants to loans, have added to the pressures experienced by potential transfer students. Additionally, staffing shortages have reduced the professional resources available to students to decipher which pattern of lower division preparation -- IGETC, CSU General Education course certification, or curricular patterns articulated in campus-specific transfer agreements -- is the best course of action for their educational goals and institutional preference. Still, the numbers of students transferring from the Community Colleges to the State University and University continues to increase. Evidence that increasing numbers of secondary students -- particularly those from historically underrepresented groups -- are preparing themselves for postsecondary education studies suggests that student transfer will continue to be an important part of access for Californians.

Waning interpersonal relationships

The case studies provide evidence of continued hard work and creative problem solving on the "front lines" of transfer by campus personnel in all three public systems. Despite resource shortages, changes in policy priorities, and other challenges, campus staff -- particularly at community colleges -- have developed effective practices for ensuring as smooth a process as possible for students aspiring to transfer to a baccalaureate institution. Campus counselors, articulation officers, and others have balanced multiple campus responsibilities with increased workloads and complicated transfer processes to provide as substantial an opportunity for transfer as possible during these challenging times.

One of the casualties of budget constraints and increased workload, however, has been the opportunity for articulation officers and Transfer Center coordinators to gather on a regular basis to establish and renew relationships with each other, as well as to both receive and provide information on changes in admission requirements, articulation agreements, and personnel. One of the most effective tools available to community college counselors, advisors, and transfer personnel is personal acquaintance with articulation and admissions personnel at receiving baccalaureate institutions. These relationships humanize the transfer process for students unfamiliar or uncomfortable with the formal, often bureaucratic, requirements of large organizations and facilitate successful transition to baccalaureate institutions.

Shared responsibilities of systems in the transfer function

The inter-campus interactions described in the case studies point to the most obvious -- yet often overlooked -- aspect of the transfer function: that it is a shared responsibility of all the higher education systems, not just the community colleges. Admissions requirements, academic major and general education requirements, program and course articulation, information dissemination, faculty interaction, and actual university admission practices all factor into the success and viability of the transfer function. Each system has a responsibility to prioritize student transfer in its decisions involving enrollments, courses, support services, resource allocations, and other areas.

The communication and coordination of system policy changes affecting the transfer function have been a source of weakness in the transfer process. Partly due to the immediacy of decision-making brought on by the recession and partly due to institutional culture, many important decisions that had an impact on transfer students were made by baccalaureate institutions and systems but not communicated to the community colleges, or the students they serve, in a timely manner. Examples of such decisions include: reducing course and section offerings, closing or limiting the number of transfer applicants to be considered in impacted majors, changing articulation agreements, and eliminating or reducing inter-campus activities designed to facilitate the transfer function.

Not all baccalaureate institutions have failed to maintain effective communication with local community colleges. However, staffing changes at these institutions have, in some cases, altered traditional lines of inter-institutional communication and fueled the perception among some community college personnel that they are not receiving pertinent information in a timely manner and that the delay affects their efforts to facilitate successful student transfer. Improvement in this area is imperative if the transfer function is to be improved substantively.

Future directions

The fact that the numbers of students actually making the transition from community college campuses to a baccalaureate institutions within California is increasing, despite declining fiscal and human resources being devoted to it, provides strong evidence that the transfer function is operational and perceived by students to be a viable, albeit overly complex, route to attainment of a baccalaureate degree or higher. In addition, legislation has been recently adopted that seeks to encourage even greater collaboration between community colleges and public universities (SB 1914, Killea) and among community colleges (SB 450, Solis). Coupled with the Commission's review of transfer activities, several areas emerge as goals to be pursued in an effort to strengthen and expand the transfer function.

Inter-institutional collaboration

The California Community Colleges, California State University, and University of California should continue to work cooperatively on transfer-related programs and services and focus their attention on those programs most likely to increase the availability of services for identified and potential transfer students. Towards this end, the Commission notes two areas that deserve particular attention:

- *Shared use of intellectual and physical resources to facilitate student progress in achieving their educational objectives with student costs kept as low as possible.* This is consistent with the intent of SB 1914 which calls upon the California Community Colleges, the California State University, and the University of California to facilitate cross enrollment by qualified and ambitious students by reducing "red tape" and charging minimal administrative fees.
- *Continued attention to course and program articulation with the intent of directing sufficient time and attention to this area to facilitate timely updates and communication of curricular changes between and among campuses and systems.* Senate Bill 450 seeks to encourage such attention by authorizing community colleges to adopt common course numbering between community

college campuses. While this might aid systemwide course articulation, it is likely to be a very difficult goal to achieve. The interest of students suggests that continued improvement in the means by which articulated courses are made known to students in a reliable fashion -- particularly through "user-friendly" application of technology -- would be a more fruitful path to take.

Improved use of statistical information

The transfer function is a multi-faceted operation and demands multiple approaches to assessing its health and effectiveness. The Commission believes that it should work closely with the higher education systems to develop appropriate measures beyond simple headcounts of transferring students to assess the effectiveness of the transfer function. Among the potential measures that should be developed and consistently reported are the following:

- *Transfer eligibility* - an estimate, or actual count, of the numbers of community college students who have met or exceeded transfer requirements published by the California State University and the University of California. This would serve as one measure of the effectiveness of community colleges in helping their students achieve transfer eligibility and would provide vital information to the two public university systems as they seek to project the likely demand for upper division enrollment at their campuses.
- *Transfer transition numbers* - a count of the actual number of transfer eligible students who enroll in a baccalaureate institution. This is similar to the transfer numbers currently reported annually by the Commission. However, relating actual transfer to the pool of community college students who are transfer-eligible in the same year provides a more appropriate base for calculating transfer rates -- a number traditionally used to assess the effectiveness of the transfer function but with little consensus on the elements of the equation.
- *Academic pattern of transfer eligible students* - a differentiation of the curricular pattern followed by community college students in attaining transfer eligibility (e.g.; IGETC, transfer agreement pattern, etc.). This measure may provide valuable information on the effect of different curricular approaches on the rate at which various student groups achieve transfer eligibility, the actual rate of acceptance of transfer courses by receiving baccalaureate institutions, and students' subsequent success in the major of choice.

Summary comments

This report has been enhanced significantly by the qualitative information from interviews with actual campus personnel that was summarized in section 3 of the report. It is important to keep in mind that no effort was made to validate the accuracy of practices described to Commission staff. They represent the perceptions of those with whom staff spoke and they form the framework within which they interact with their colleagues in different systems and at different campuses.

It is not possible to offer generalized models that would be applicable in every instance. Several themes, however, did emerge from the campus visits that bear repeating here. First, the transfer function seems to be most effective when it is included among the top priorities of senior campus administrators. Such importance is often evidenced in the expenditure priorities of the campus, the level of attention transfer receives from senior administrative staff, and in the attention given to regularly assessing, or evaluating, the outcomes of transfer activities. It is also reflected in the extent to which attention to transfer issues (e.g.; actively encouraging students to aspire to attain transfer eligibility, offering transfer courses in sufficient quantity and at times convenient to students) influence departmental and professional interactions. Where transfer enjoys high priority, it is often evident in overt efforts to integrate and coordinate the services of discrete programs for the benefit of students and in a keen awareness of the mission and limitations of each.

Secondly, positive interpersonal relationships between community college faculty and those personnel most directly involved in transfer activities are evident at campuses which consistently have substantial numbers of students who annually transition to baccalaureate institutions. Although faculty and transfer/articulation personnel are not always engaged in collaborative activities, they do appear to be reasonably informed about each other's activities. Strong interpersonal relationships between community college personnel and their primary receiving baccalaureate institutions also appears to be high. Knowing each other on a first name basis was reported as contributing to the effectiveness of community college personnel successfully advocating on behalf of their students and providing accurate advice on eligibility requirements of the students' campus of choice.

Finally, baccalaureate institutions that view feeder community colleges as a vital component of their strategy to achieve institutional goals and maintain institutional vitality also seem more attentive to incorporating community college personnel in early discussions which might lead to changes in curriculum, programs, or services that have the potential to affect the transfer process. The means by which this inter-institutional exchange occurs varies throughout the state but is evident from conversations with personnel on the campus sites.

The transfer function relies heavily on the human element. The Commission would be remiss if it did not reiterate the significance of budget constraints on the transfer function. Resource-driven personnel reductions and reassignments placed a serious strain on the transfer function over the first half of this decade. Resolute commitment to the importance of transfer and creative use of human and fiscal resources by California's colleges and universities have sustained the viability of the transfer function as a means for students to attain baccalaureate degrees -- both those students who were not eligible for enrollment in baccalaureate institutions after high school and those who were but could not afford to take immediate advantage of the opportunity. Strengthening and expanding the transfer function will require a continuation of creative and collaborative activities among California's colleges and universities, but it will also require additional resources and public accountability in the effective use of those additional resources.

GIVEN the complexity of the whole issue of transfer, not to mention the complexity of the many transfer-related activities the postsecondary education systems have undertaken, Commission staff have developed some consistent definitions of terminology used to discuss transfer for consideration by the Transfer Policy Advisory Committee. The terms are commonly used by each of the systems but may be interpreted differently by systemwide offices, campuses, faculty or students. Commission staff offer the following definitions to facilitate a common understanding when discussing transfer:

Course articulation, systemwide - refers to agreements by faculty that a set of courses offered by community colleges are equivalent to similar courses offered at CSU and UC. Credit earned by students in these courses are accepted by every campus within CSU or UC and are applied toward degree requirements.

Course articulation, major-specific - refers to a set of courses that CSU and UC faculty accept as having the focus, content and rigor necessary to meet course prerequisite requirements for specific majors that have lower division requirements. The term *discipline-specific* is often used within SB 121 to refer to major-specific course articulation agreements.

Intersegmental General Education Transfer Curriculum (IGETC) - often referred to as the "core transfer curriculum" within SB 121 and elsewhere, the IGETC is a listing of courses from which community college students can select to meet transfer curricular requirements. Development of the IGETC was in response to AB 1725 (Vasconcellos), which codified many of the recommendations of the Joint Legislative Committee for Review of the Master Plan. The IGETC was approved and adopted by the Intersegmental Committee of Academic Senates and implemented in the 1991-92 academic year. The only area of continuing implementation difficulty is the English communication requirement for CSU that combines critical thinking and English composition into a single course.

Transfer agreement - refers to a specific agreement that a student enters into with a CSU or UC campus, stipulating that admissions as an upper division student is assured providing the student satisfies specific requirements delineated in the agreement. In most cases, this agreement does not assure transfer into the department or major of first choice.

Transfer agreement program - refers to the combination of programs, policies and practices combined by campuses to facilitate student transfer. The transfer agreement program should incorporate enrollment planning and management to assure that adequate spaces exist for students who have prepared themselves for transfer. It also includes the procedures by which a college makes students aware of the requirements that must be met to successfully transfer to one of the State's public universities.

Transfer eligible - refers to students who have completed the requisite courses and units with a minimum GPA that meets or exceeds that established by CSU and UC, respectively, for regular admission as an upper division student. When applied to the college's transfer function, it refers to the success of the college's transfer program in helping students meet the upper division transfer requirements, irrespective of whether the student actually makes the transition to a CSU or UC campus.

Transfer requirements - refers to published academic criteria that a student enrolled in a community college would need to meet in order to qualify for regular admission to a CSU or UC campus. These requirements stipulate a course pattern, minimum grade point average (GPA), and minimum number of transferrable units that must be completed to qualify for regular admission to CSU and UC.

PROFILE OF CALIFORNIA AND CASE SERVICE AREAS

California	Alpha Service Area	Beta Service Area	Gamma Service Area	Category
Population				
32,344,000	204,300	1,393,500	9,224,600	Population, as of January 1, 1995
	0.6	4.3	28.7	Percent of California
2.899	2.539	3.016	2.995	Population per household
Education				
13.4	13.2	12.9	13.0	Median years of school, 1990
5,831,917	35,550	274,278	1,654,791	K-12 enrollment, Fall 1994
1,917,761	24,304	65,452	518,459	College/university enrollment, Fall 1994
162,304		8,591	35,110	UC enrollment
319,368	14,232	11,864	94,859	CSU enrollment
1,219,036	9,969	35,470	298,530	Community colleges enrollment
212,752	103	9,527	89,960	Private colleges
$28,540.4	$186.0	$1,329.4	$7,944.5	Spending on education, K-12, 1993-94 ($millions)
$3,730.3	$34.2	$59.7	$312.4	Spending on education, CCC, 1993-94 ($millions)
Labor Force and Employment				
15,471,000	83,300	589,100	4,396,000	Civilian labor force, 1994
14,141,000	74,800	526,600	3,984,000	Civilian employment
1,330,000	8,500	62,500	412,000	Unemployment
8.6	10.2	10.6	9.4	Unemployment rate
Income and Sales				
$683,507.8	$3,153.7	$23,799.7	$197,842.7	Personal Income, 1993 ($millions)
	0.5	3.5	28.9	Percent of California
$21,895	$16,507	$18,012	$21,661	Per capita income, 1993
	75.4	82.3	98.9	Percent of California
$30,863	$21,177	$24,225	$33,488	Average earnings per job, 1993
$40,559	$28,314	$37,694	$39,035	Median family income, Census, 1989
$35,798	$22,776	$33,081	$34,965	Median household income, Census, 1989
$246,876.0	$1,479.8	$9,814.5	$76,898.7	Total taxable sales, 1994 ($millions)
	0.5	3.4	26.9	Percent of California, 1994
$187,102.9	$1,124.2	$7,131.2	$49,785.8	Taxable retail sales, 1994

PROFILE OF CALIFORNIA AND CASE STUDY COUNTIES continued

California	Alpha Service County	Beta Service County	Gamma Service County	Category
Industry				
$132,637.5	$274.3	$1,773.5	$50,905.6	Value added by manufacture, 1987 ($millions)
	0.2	1.3	38.4	Percent of California
				Leading Industries:
			$2,963.6	Apparel and other textile products
$5,449.2			$2,166.7	Chemicals and allied products
$16,450.8		$117.5	$3,922.9	Electronic and other electric equipment
$7,441.7		$150.5	$3,762.2	Fabricated metal products and primary metal industries
$15,542.2	$97.4		$4,099.3	Food and kindred products
$15,737.1	$18.8		$3,891.0	Industrial machinery and equipment
$13,374.7		$187.5	$4,716.6	Instruments and related products
	$68.9			Lumber and wood products
$9,544.2		$196.2	$3,764.5	Printing and publishing
$4,248.1		$129.7		Rubber and miscellaneous plastic products
		$219.8		Stone, clay and glass products
$21,666.3		$264.4	$12,281.5	Transportation equipment
2,315,852	97,724		22.0	Timber production, 1994 (Thousands of board feet)
	4.2		--	Percent of California
Agriculture				
77,669	1,944	3,511	1,446	Number of farms, 1992
28,978,997	452,347	423,602	183,569	Acreage in farms, 1992
29	43.1	9.2	7.1	Percent of land area
353,700	2,900	21,400	9,000	Agricultural employment
$24,368.5	$281.3	$1,069.4	$215.9	Value of production, 1994 ($millions)
	1.2	4.4	0.9	Percent of California
	21	8	26	County rank
Transportation				
23,882,302	179,668	961,291	6,099,418	Vehicle registrations, 1994

Source: California Department of Finance, State Census Data Center.

STUDENT PROFILES OF ALPHA COMMUNITY COLLEGE

Enrollment by Ethnicity and Distribution Change, Fall 1990 and Fall 1994

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native America	White	Other	**Known Ethnicity Total**	Non-Resident Alien	No Response	**GRAND TOTAL**
1990	281	141	36	852	200	8,410	22	**9,942**	332	264	**10,538**
1994	359	194	41	885	204	7,322	52	**9,057**	441	471	**9,969**
Change	78	53	5	33	4	-1,088	30	**-885**	109	207	**-569**
Percent	27.8	37.6	13.9	3.9	2.0	-12.9	136.4	**-8.9**	32.8	78.4	**-5.4**

Enrollment of First Time Freshman by Ethnicity from Major Feeder California Public and Private High Schools and Distribution Change, Fall 1990 and Fall 1994*

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native America	White	Other	**Known Ethnicity Total**	Non-Resident Alien	No Response	**GRAND TOTAL**
1990**	8	3	2	40	8	354	0	**415**	6	1	**422**
1994***	27	4	2	53	11	414	1	**512**	3	11	**526**
Change	19	1	0	13	3	60	1	**97**	-3	10	**104**
Percent	237.5	33.3	0.0	32.5	37.5	16.9	100.0	**23.4**	-50.0	1,000.0	**24.6**

* Includes only those high schools providing first-time freshmen enrollment of 10 or more to Alpha Community College. Does not include first-time freshmen from unknown or non-California high schools.

** Number of high schools equals 11.

*** Number of high schools equals 13.

Ethnic Distribution of Transfer Students to Alpha Community College, to the University of California and the California State University, Full-Year, 1990-91 through 1994-95

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	**Known Ethnicity Total**	Other	**GRAND TOTAL**	**Statewide System TOTAL**
to the University of California										
1990-91	2	0	0	0	0	21	**23**	0	**23**	**10,030**
1991-92	2	0	0	2	3	9	**16**	0	**16**	**9,972**
1992-93	1	0	0	1	0	18	**20**	1	**21**	**9,993**
1993-94	0	0	0	1	1	17	**19**	2	**21**	**10,940**
1994-95	1	1	0	2	1	17	**22**	0	**22**	**10,929**
5-Year Change	-1	1	0	2	1	-4	**-1**	0	**-1**	**899**
Percent Change	-50.0	100.0	0.0	100.0	100.0	-19.0	**-4.3**	0.0	**-4.3**	**9.0**
to the California State University										
1990-91	13	11	2	32	7	469	**534**	37	**571**	**46,670**
1991-92	14	8	6	51	13	540	**632**	59	**691**	**44,898**
1992-93	18	6	3	44	13	394	**478**	52	**530**	**40,976**
1993-94	26	10	1	53	14	375	**479**	92	**571**	**44,420**
1994-95	17	10	3	55	9	380	**474**	94	**568**	**46,912**
5-Year Change	4	-1	1	23	2	-89	**-60**	57	**-3**	**242**
Percent Change	30.8	-9.1	50.0	71.9	28.6	-19.0	**-11.2**	154.1	**-0.5**	**0.5**

The designation "Other" consists of Non-Resident Aliens and persons who did not provide information on their ethnicity.

Source: California Postsecondary Education Commission, January, 1996.

STUDENT PROFILES OF BETA COMMUNITY COLLEGE

Enrollment by Ethnicity and Distribution Change, Fall 1990 and Fall 1994

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Other	Known Ethnicity Total	Non-Resident Alien	No Response	GRAND TOTAL
1990	2,498	2,076	1,138	5,389	241	13,901	0	**25,243**	1,106	6,591	**32,940**
1994	4,137	1,741	1,302	8,792	226	8,711	478	**25,387**	1,786	1,249	**28,422**
Change	1,639	-335	164	3,403	-15	-5,190	478	**144**	680	-5,342	**-4,518**
Percent	65.6	-16.1	14.4	63.1	-6.2	-37.3	100.0	**0.6**	61.5	-81.0	**-13.7**

Enrollment of First Time Freshman by Ethnicity from Major Feeder California Public and Private High Schools and Distribution Change, Fall 1990 and Fall 1994*

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Other	Known Ethnicity Total	Non-Resident Alien	No Response	GRAND TOTAL
1990**	34	161	128	330	9	956	0	**1,618**	97	771	**2,486**
1994***	304	112	84	751	14	535	34	**1,834**	69	22	**1,925**
Change	270	-49	-44	421	5	-421	34	**216**	-28	-749	**-561**
Percent	794.1	-30.4	-34.4	127.6	55.6	-44.0	100.0	**13.3**	-28.9	-97.1	**-22.6**

* Includes only those high schools providing first-time freshmen enrollment of 10 or more to Beta Community College. Does not include first-time freshmen from unknown or non-California high schools.

** Number of high schools equals 47.

*** Number of high schools equals 53.

Ethnic Distribution of Transfer Students to Beta Community College, to the University of California and the California State University, Full-Year, 1990-91 through 1994-95

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Other	GRAND TOTAL	Statewide System TOTAL
to the University of California										
1990-91	27	4	8	19	0	41	**99**	2	**101**	**10,030**
1991-92	37	6	2	29	2	52	**128**	5	**133**	**9,972**
1992-93	29	3	8	35	0	54	**129**	4	**133**	**9,993**
1993-94	45	6	6	25	0	50	**132**	10	**142**	**10,940**
1994-95	64	6	10	35	2	45	**162**	6	**168**	**10,929**
5-Year Change	37	2	2	16	2	4	**63**	4	**67**	**899**
Percent Change	137.0	50.0	25.0	84.2	100.0	9.8	**63.6**	200.0	**66.3**	**9.0**
to the California State University										
1990-91	114	45	42	176	6	447	**830**	109	**939**	**46.670**
1991-92	99	57	43	216	5	390	**810**	116	**926**	**44,898**
1992-93	102	54	47	184	5	300	**692**	107	**799**	**40,976**
1993-94	138	51	45	264	7	322	**827**	173	**1,000**	**44,420**
1994-95	153	42	49	284	3	333	**864**	147	**1,011**	**46,912**
5-Year Change	39	-3	7	108	-3	-114	**34**	38	**72**	**242**
Percent Change	34.2	-6.7	16.7	61.4	-50.0	-25.5	**4.1**	34.9	**7.7**	**0.5**

The designation "Other" consists of Non-Resident Aliens and persons who did not provide information on their ethnicity.

Source: California Postsecondary Education Commission, January, 1996.

STUDENT PROFILES OF GAMMA COMMUNITY COLLEGE

Enrollment by Ethnicity and Distribution Change, Fall 1990 and Fall 1994

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Other	**Known Ethnicity Total**	Non-Resident Alien	No Response	**GRAND TOTAL**
1990	2,099	2,313	913	4,686	62	2,630	264	**12,967**	2,666	560	**16,193**
1994	1,621	2,156	816	5,102	66	2,671	150	**12,582**	2,482	451	**15,515**
Change	-478	-157	-97	416	4	41	-114	**-385**	-184	-109	**-678**
Percent	-22.8	-6.8	-10.6	8.9	6.5	1.6	-43.2	**-3.0**	-6.9	-19.5	**-4.2**

Enrollment of First Time Freshman by Ethnicity from Major Feeder California Public and Private High Schools and Distribution Change, Fall 1990 and Fall 1994*

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Other	**Known Ethnicity Total**	Non-Resident Alien	No Response	**GRAND TOTAL**
1990**	31	57	35	188	0	30	2	**343**	90	5	**438**
1994***	29	34	21	256	1	37	3	**381**	38	5	**424**
Change	-2	-23	-14	68	1	7	1	**38**	-52	0	**-14**
Percent	-6.5	-40.4	-40.0	36.2	100.0	23.3	50.0	**11.1**	-57.8	0.0	**-3.2**

* Includes only those high schools providing first-time freshmen enrollment of 10 or more to Gamma Community College. Does not include first-time freshmen from unknown or non-California high schools.

** Number of high schools equals 13.

*** Number of high schools equals 11.

Ethnic Distribution of Transfer Students to Gamma Community College, to the University of California and the California State University, Full-Year, 1990-91 through 1994-95

Fall Term	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	**Known Ethnicity Total**	Other	**GRAND TOTAL**	**Statewide System TOTAL**
to the University of California										
1990-91	30	11	8	14	0	30	**93**	3	**96**	**10,030**
1991-92	29	8	4	15	0	26	**82**	2	**84**	**9,972**
1992-93	37	8	6	14	0	16	**81**	2	**83**	**9,993**
1993-94	40	6	4	17	0	21	**88**	4	**92**	**10,940**
1994-95	28	6	6	12	0	26	**78**	0	**78**	**10,929**
5-Year Change	-2	-5	-2	-2	0	-4	**-15**	-3	**-18**	**899**
Percent Change	-6.7	-45.5	-25.0	-14.3	0.0	-13.3	**-16.1**	-100.0	**-18.8**	**9.0**
to the California State University										
1990-91	100	115	42	132	1	70	**460**	71	**531**	**46,670**
1991-92	102	93	25	113	3	58	**394**	74	**468**	**44,898**
1992-93	68	56	25	107	1	54	**311**	70	**381**	**40,976**
1993-94	84	56	30	112	2	47	**331**	62	**393**	**44,420**
1994-95	61	67	20	119	1	52	**320**	79	**399**	**46,912**
5-Year Change	-39	-48	-22	-13	0	-18	**-140**	8	**-132**	**242**
Percent Change	-39.0	-41.7	-52.4	-9.8	0.0	-25.7	**-30.4**	11.3	**-24.9**	**0.5**

The designation "Other" consists of Non-Resident Aliens and persons who did not provide information on their ethnicity.

Source: California Postsecondary Education Commission, January, 1996.

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CHAPTER 1188

An act to amend Section 66202 of, to add Section 66202.5 to, to add an article heading to Chapter 9.2 (commencing with Section 66720) of, and to add Article 2 (commencing with Section 66730) to Chapter 9.2 of Part 40 of, the Education Code, relating to education.

[Approved by Governor October 14, 1991. Filed with Secretary of State October 14, 1991.]

LEGISLATIVE COUNSEL'S DIGEST

SB 121, Hart. Public postsecondary education: transfer functions.

(1) Existing law requires the Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University, with appropriate consultation with the Academic Senates of the respective segments, to develop, maintain, and disseminate jointly a common core curriculum in general education courses for the purposes of transfer. Each person who successfully completes the transfer core curriculum is deemed to have completed all lower division general education requirements for the University of California and the California State University.

This bill would require the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges to have as a fundamental policy the maintenance of a healthy and expanded student transfer system, as specified.

The bill would require the California State University to maintain its upper division enrollment at approximately 60% of total undergraduate enrollment. The bill would require the University of California, commencing in the 1991–92 academic year, to increase the percentage that upper division enrollment systemwide is of total undergraduate enrollment by one percentage point each year through the 1995–96 academic year until that percentage reaches approximately 60%. The bill would also require the governing board of each segment to ensure that individual university and college campus enrollment plans include adequate upper division places for community college transfer students in all undergraduate colleges or schools, as specified.

The bill would impose a state-mandated local program by requiring that each community college district governing board ensure that its college or colleges maintain student transfer counseling centers or other counseling and student services designed and implemented to affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students, and by imposing certain duties upon the governing

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boards of community college districts.

The bill would require the governing board of each public postsecondary education segment to be accountable for the development and implementation of formal systemwide articulation agreements and transfer agreement programs, including those for general education or a transfer core curriculum, and other appropriate procedures to support and enhance the transfer function.

The bill would require each department, school, and major, in the University of California and California State University to develop, in conjunction with community college faculty in appropriate and associated departments, discipline-specific articulation agreements and transfer program agreements for those majors that have lower division prerequisites, and would require community college districts, in conjunction with the California State University and the University of California, to develop, according to specified priorities, discipline-based agreements with as many campuses of the 2 university segments as feasible.

These additional duties would impose a state-mandated local program.

The bill would require the 3 public segments of postsecondary education and the California Postsecondary Education Commission to submit reports regarding implementation of its provisions, as specified.

The bill would request the California Postsecondary Education Commission to convene an intersegmental advisory committee on transfer access and performance for purposes of presenting reports to the Governor and the Legislature, as specified.

The bill would specify that none of these provisions shall apply to the University of California except to the extent that the Regents of the University of California, by resolution, make that provision applicable.

The bill would request the Board of Regents of the University of California, the Board of Trustees of the California State University, and the Board of Governors of the California Community Colleges to prepare a plan for the implementation of the revised program of transfer functions.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates which do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed

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$1,000,000, shall be made from the State Mandates Claims Fund.

The people of the State of California do enact as follows:

SECTION 1. The Legislature hereby finds and declares all of the following:

(a) A viable and effective student transfer system is one of the fundamental underpinnings of public postsecondary education in California. It is a community college's primary role to prepare students for upper division access to the University of California and the California State University.

(b) The transfer system must be implemented in such a way as to ensure the successful transfer of individual students to the University of California or the California State University, including the campus and major of their choice, if academic performance is satisfactory.

(c) The transfer function plays a key role in meeting educational equity since the pool of most recent high school graduates who attend the University of California and the California State University as freshmen admittants is not reflective of the racial and ethnic diversity of the state's population. An effective transfer agreement program will assist progress toward diversifying the race and ethnicity of baccalaureate degree holders.

(d) Community college students must have access to a viable and efficient transfer agreement program to the California State University and the University of California for upper division work toward a baccalaureate degree. A viable transfer agreement program for community college students gives otherwise excluded students a way into the university system.

(e) A transfer agreement program must be afforded to community college students who were eligible to attend the university upon graduation from high school and to those who had no initial eligibility but demonstrate successful completion of coursework and the will to succeed.

(f) A transfer agreement program for community college students has the greatest chance for success if the public universities attain and maintain a 60/40 ratio of upper division to lower division undergraduate students.

(g) All students who meet either the University of California or California State University eligibility requirements at both the freshman and the upper division level, and who apply as required, should be offered the opportunity to attend a University of California or California State University campus within the system to which the student applied.

The current practice of finding a place for every eligible student who applies is accepted as appropriate state policy. Students should be offered alternatives for upper division admission to the University of California and the California State University, depending upon which segment received the student's application, as follows:

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(1) Students eligible for admission to the University of California or California State University upon high school graduation may apply to a campus of their choice. If the campus has more eligible applicants than available spaces at the freshman level, the campus should offer the applicant the option of pursuing lower division education at one or more specified community colleges. Individuals accepting this offer shall receive, upon completion of specified academic work, high priority for admission at the upper division level at the campus that made the offer.

(2) Regardless of eligibility for admission to the University of California or California State University upon high school graduation, students should be provided the opportunity to attend a community college that offers a transfer agreement program in cooperation with a University of California or California State University campus. This option shall enable students to receive high priority consideration, enter into a contract, or attain equivalent special treatment when applying for university admission at the upper division level. Transfer agreement programs shall also provide high priority access to majors of choice. It is recognized that access to majors of choice will, in most cases, require completion of specialized coursework and attainment of a specified grade point average.

(h) Each community college district should ensure that its colleges have full development of a viable and efficient transfer system which includes transfer agreement programs, centers, and internal coordination of all counseling and student service efforts aimed at ensuring adequate student information, student assistance, and monitoring of progress toward each student's goal.

(i) No provision of the act which enacted this section during the 1991–92 Regular Session of the Legislature shall apply to the University of California except to the extent that the Regents of the University of California, by resolution, make that provision applicable.

SEC. 2. Section 66202 of the Education Code is amended to read:

66202. (a) It is the intent of the Legislature that the following categories be followed, insofar as practicable in the following numerical order, for the purpose of enrollment planning and admission priority practice at the undergraduate resident student level for the California State University and the University of California:

(1) Continuing undergraduate students in good standing.

(2) California Community College transfer students who have successfully concluded a course of study in an approved transfer agreement program.

(3) Other California Community College students who have met all of the requirements for transfer.

As stated in legislative findings, the transfer function plays a key role in meeting the state's goals of educational equity. Therefore, the

Board of Regents of the University of California and the Board of Trustees of the California State University shall declare as policy for this paragraph and paragraph (2) of this subdivision that students who are eligible to transfer and who are from historically underrepresented groups or economically disadvantaged families shall be given preference, to the fullest extent possible under state and federal law, statutes, and regulations, in transfer admissions decisions, and shall design policies in conformity with state and federal statutes and regulations intended to facilitate their success in achieving transfer.

(4) Other qualified transfer students.

(5) California residents entering at the freshman or sophomore levels.

(b) It is further the intent of the Legislature that within each of the preceding enrollment categories, the following groups of applicants receive priority consideration in admissions practice in the following order:

(1) Residents of California who are recently released veterans of the armed forces of the United States.

(2) Transfers from California public community colleges.

(3) Applicants who have been previously enrolled at the campus to which they are applying, provided they left this institution in good standing.

(4) Applicants who have a degree or credential objective that is not generally offered at other public institutions of higher learning within California.

(5) Applicants for whom the distance involved in attending another institution would create financial or other hardships.

(c) It is further the intent of the Legislature that those veterans referred to in paragraph (1) of subdivision (b) who were enrolled in good standing at a campus of the University of California or at one of the California State Universities prior to military service receive priority over other veterans recently released from military service.

SEC. 3. Section 66202.5 is added to the Education Code, to read:

66202.5. The State of California reaffirms its historic commitment to ensure adequate resources to support enrollment growth, within the systemwide academic and individual campus plans to accommodate eligible California freshmen applicants and eligible California Community College transfer students, as specified in Sections 66202 and 66730.

The University of California and the California State University are expected to plan that adequate spaces are available to accommodate all California resident students who are eligible and likely to apply to attend an appropriate place within the system. The State of California likewise reaffirms its historic commitment to ensure that resources are provided to make this expansion possible, and shall commit resources to ensure that students from enrollment categories designated in subdivision (a) of Section 66202 are accommodated in

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a place within the system. In addition, transfer students from paragraphs (2) and (3) of subdivision (a) of Section 66202, shall be accommodated at the campus or major of choice specified in the redirection agreement, the approved transfer program or written agreements, unless these majors have been declared "impacted." For impacted majors, students shall be given the opportunity to have access to the major when spaces become available, and new freshmen shall be admitted to the major in a controlled manner to ensure that all transfer students described in paragraph (2) of subdivision (a) of Section 66202 have an equitable chance of being accommodated. It is the intent of the Legislature to fund programs designed to accomplish the purposes of this subdivision through appropriations made in the Budget Act to the public institutions of higher education, and the annual Budget shall contain appropriations necessary to accommodate all students from all of the categories designated in subdivision (a) of Section 66202.

The segments may, in implementing these enrollment plans and admissions practice priorities, consider the overall needs of students in maintaining a balanced program and a quality curriculum, and are expected to consider the state's goals of educational equity and racial and ethnic diversity of students and faculty in the planning and management of their admissions practices. It is further the intent of the Legislature that campus enrollment planning processes provide for the equitable treatment of the following: (1) all eligible entering freshmen; (2) continuing students in good standing; and (3) eligible community college transfer students with regard to accommodation in majors.

This part shall supersede any other law which conflicts with this part.

SEC. 4. An article heading is added to Chapter 9.2 (commencing with Section 66720) of Part 40 of the Education Code, to read:

Article 1. Transfer System

SEC. 5. Article 2 (commencing with Section 66730) is added to Chapter 9.2 of Part 40 of the Education Code, to read:

Article 2. Transfer Functions

66730. (a) The Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges shall have as a fundamental policy the maintenance of a healthy and expanded student transfer system. Both the University of California and the California State University shall have as a basic enrollment policy the maintenance of upper division enrollment, which are students who have attained upper division status, at 60 percent of total undergraduate enrollment. This goal shall be met through programs

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aimed at increasing the numbers of qualified transfer students from the community colleges without denying eligible freshmen applicants.

(1) The California State University shall maintain its upper division enrollment, which are students who have attained upper division status, at approximately 60 percent of total undergraduate enrollment. Its planning documents shall reflect this policy.

(2) Commencing in the 1991–92 academic year, the University of California shall progressively increase the percentage that upper division enrollment systemwide is of total undergraduate enrollment through the 1995 –96 academic year until that percentage reaches approximately 60 percent. This shall be accomplished through increases in the numbers of community college transfer students admitted to upper division standing at the university without denying eligible freshmen applicants. Planning documents shall reflect these expected increases.

(b) The governing board of each segment shall ensure that individual university and college campus enrollment plans include adequate upper division places for community college transfer students in all undergraduate colleges or schools, and that each undergraduate college or school on each campus participates in developing articulation and transfer agreement programs with community colleges. The governing boards shall meet this goal within their respective general statewide planning framework used to attain and maintain the state's goal of a 60/40 ratio of upper to lower division students, their segmental enrollment planning processes, and campus planning regarding program balance, educational quality, and other relevant goals.

66731. Student matriculation from community colleges through the University of California and the California State University shall be recognized by the Governor, Legislature, and the governing boards of each of California's public postsecondary education segments as a central institutional priority of all segments of higher education.

66732. The governing boards of each segment shall declare as policy that the student transfer agreement program shall constitute a significant role in achieving the goal of student diversity within their segments, and in ensuring that all students, particularly those currently underrepresented in higher education, have access to a university education. The governing boards of each segment shall design, adopt, and implement policies intended to facilitate successful movement of students from community colleges through the University of California and the California State University.

66734. The Board of Governors of the California Community Colleges shall have the authority and responsibility to guarantee that all community college students have access to courses that meet the lower division baccalaureate degree requirements of the California public universities. The Board of Governors of the California

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Community Colleges, with the cooperation of the Regents of the University of California and the Trustees of the California State University, shall ensure that all students are clearly and fully informed as to which community college courses and units are transferable and meet the general education and lower division major requirements at the California State University and the University of California.

66736. Each community college district governing board shall ensure that its college or colleges maintain student transfer counseling centers or other counseling and student services designed and implemented to affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students.

All policies and procedures shall give preference and emphasis toward enhancing the transfer of students from economically disadvantaged families and students from traditionally underrepresented minorities, to the fullest extent possible under state and federal statutes and regulations.

66737. The Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges are expected to develop new programs of outreach, recruitment, and cooperation between and among the three segments of public higher education to facilitate the successful transfer of students between the community colleges and the universities. Every community college student who successfully completes the transfer agreement programs, as defined in Section 66738, in a community college shall have an appropriate place in an upper division university program.

66738. (a) The governing board of each public postsecondary education segment shall be accountable for the development and implementation of formal systemwide articulation agreements and transfer agreement programs, including those for general education or a transfer core curriculum, and other appropriate procedures to support and enhance the transfer function.

(b) The elements in a comprehensive transfer system shall include, but not be limited to, the following:

(1) Enrollment and resource planning; intersegmental faculty curricular efforts.

(2) Coordinated counseling.

(3) Financial aid and transfer services.

(4) Transfer articulation agreements and programs.

(5) Specific efforts to improve diversity.

(6) Early outreach activities.

(7) Expansion of current practices relating to concurrent enrollment of community college students in appropriate university courses.

(8) Centers.

(c) The governing board of each segment shall expand existing

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practices related to concurrent enrollment, in which community college students are provided the opportunity to take courses at University of California and California State University campuses, as space is available; and to expand opportunities for potential transfer students to participate in activities that familiarize them with the university campus.

66740. Each department, school, and major in the University of California and California State University shall develop, in conjunction with community college faculty in appropriate and associated departments, discipline-specific articulation agreements and transfer program agreements for those majors that have lower division prerequisites. Faculty from the community colleges and university campuses shall participate in discipline-specific curriculum development to coordinate course content and expected levels of student competency.

Where specific majors are impacted or over-subscribed, the prescribed course of study and minimum grade point average required for consideration for upper division admission to all of these majors shall be made readily available to community college counselors, faculty, and students on an annual basis. In cases where the prescribed course of study is altered by the university department, notice of the modification shall be communicated to appropriate community college faculty and counselors at least one year prior to the deadline for application to that major and implementation by the department responsible for teaching that major.

Community college districts, in conjunction with the California State University and the University of California, shall develop discipline-based agreements with as many campuses of the two university segments as feasible, and no fewer than three University of California campuses and five California State University campuses. The development of these agreements shall be the mutual responsibility of all three segments, and no one segment should bear the organizational or financial responsibility for accomplishing these goals.

The Chancellor of the California Community Colleges and the President of the University of California shall begin the process of setting priorities to determine which community colleges will receive first attention for the development of agreements. Criteria for priority determination shall include, but not be limited to, the percentage and number of students from economically disadvantaged families and underrepresented racial and ethnic minorities, and community colleges which traditionally have not transferred many students to the University of California. The priority list shall be completed by March 1, 1992. These considerations shall not be used in any way to displace current agreements between any community college and the University of California or the California State University.

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The Chancellor of the California Community Colleges and the Chancellor of the California State University system shall begin the process of setting priorities to determine which community colleges will receive first attention for the development of agreements. Criteria for priority determination shall include, but not be limited to, the percentage and number of students from economically disadvantaged families and underrepresented racial and ethnic minorities, and community colleges which traditionally have not transferred many students to California State Universities. The priority list shall be completed by March 1, 1992. These considerations shall not be used in any way to displace current agreements between any community college and the University of California or the California State University.

66741. As a result of systemwide and interinstitutional agreements, each community college student shall be assured of the opportunity to enter into a transfer agreement program enabling a student to receive high priority consideration, attain equivalent special treatment, or enter into a contract when applying for university admission at the advanced standing level. It is recognized that eligibility for transfer agreement programs will require completion of certain requirements as defined in interinstitutional agreements. It is also recognized that access to majors of choice will, in most cases, require completion of additional requirements, such as specialized coursework and attainment of a specialized grade point average.

Transfer agreement programs also shall carry high priority access to majors of choice. The University of California and the California State University shall require that continuing undergraduate students and community college transfer students are assessed against a common set of criteria for upper division standing to a specific major. However, generally speaking, access to these programs shall require completion of specialized coursework and attainment of a grade point average above the minimums defined in general admission requirements, such as those used in supplementary admission criteria for impacted or over-subscribed programs.

Alternatively, students may also, by meeting the University of California or California State University requirements for admission at the advanced standing level, simply wish to apply as required. All students meeting these admission requirements shall be guaranteed a place somewhere in the University of California or California State University system, as appropriate.

66742. The governing boards of the three public segments of higher education shall present annual statistical reports on transfer patterns via the California Postsecondary Education Commission to the Governor and Legislature. The reports shall include recent statistics on student enrollments by campus, segment, gender, ethnicity, and the ratio of upper division to lower division, including information on both freshman and transfer student access to the system. These reports should include, to the extent that data are available or become available, data on application, admission and enrollment information for all students by sex, ethnicity, and campus. For transfer students, this data shall indicate the segment of origin for all students. In addition, data shall be separately identified for transfer students from California Community Colleges, and shall identify the subset of applications which are completed together with admission, enrollment, and declared major information for that group. The reports shall describe the number of transfer agreements, if any, whose terms and conditions were not satisfied by either the California State University or the University of California, the number of California Community College transfer students denied either admission to the student's first choice of a particular campus of the California State University or the University of California or the student's first choice of a major field of study, and, among those students, the number of students who, upon denial of either of the student's first choices, immediately enrolled at another campus of the California State University or the University of California. The reports shall also include information by sex and ethnicity on retention and degree completion for transfer students as well as for native students, and the number and percentage of baccalaureate degree recipients who transferred from a community college.

66743. The California Postsecondary Education Commission is requested to convene an intersegmental advisory committee on transfer access and performance for the purposes of presenting biennial reports to the Governor and the Legislature on the status of transfer policies and programs, the diligence of each segment's board, and the effectiveness of these programs in meeting the state's goals for transfer. The report shall include information about all of the following:

(a) The effectiveness of transfer agreement programs and activities in enhancing the transfer function overall as well as the extent to which transfer program activities have been directed at students who have been historically underrepresented in the University of California and the California State University.

(b) The status of the implementation of the transfer core curriculum as described in Section 66720 for each community college, including information about the extent to which sophomore level courses needed for transfer are available on all community college campuses.

(c) Progress that has been made in achieving articulation agreements in those specific majors that have lower division prerequisites, and the dissemination of this information. The committee shall also explore methods to systematically measure the extent to which the state's goals of freshmen and transfer student access are being met, including analyses of the number of fully eligible freshmen or transfer students who are denied access to the

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system, and the reasons for that denial. The committee shall also address ways in which sharing of information about transfer students among the segments can be improved, including early identification of potential transfer students for intensive recruitment purposes.

No later than April 1994, the California Postsecondary Education Commission shall report to the Governor and the Legislature on the overall success of this chapter in expediting the goals of transfer, including recommendations about a common definition of transfer rates, including the identification of campuses and positions of employment that prevent progress toward a more effective transfer program, with specific recommendations about resource, program, or other incentives to encourage an effective intersegmental transfer program. The Governor and the Legislature shall monitor the success of the University of California and the California State University in achieving their targeted enrollment levels and in implementing these reforms. A substantial failure to implement reform, to achieve the 60/40 ratio by the designated dates, or to significantly improve the transfer rate of historically underrepresented groups, shall precipitate legislative hearings to determine the reasons why any one or all of these goals have not been met.

66744. No provision of this article shall apply to the University of California except to the extent that the Regents of the University of California, by resolution, make that provision applicable.

SEC. 6. The Board of Regents of the University of California, the Board of Trustees of the California State University, and the Board of Governors of the California Community Colleges, are requested to each prepare a plan for the implementation of Article 2 (commencing with Section 66730) of Chapter 9.2 of Part 40 of the Education Code. These plans shall be submitted to the policy and fiscal committees of the Legislature by January 15, 1992.

It is the intent of the Legislature that each plan shall include a timetable for implementation of this act, including identification of additional resources that may be required. The Legislature acknowledges that some sections of Article 2 (commencing with Section 66730) of Chapter 9.2 of Part 40 of the Education Code, such as Section 66740, will require a phase in process and the full implementation of those sections will depend on the availability of resources.

The institutions are requested further to identify those additional resources required for faculty time associated with course articulation, and those that are associated with counseling, student advising and outreach to community college students. Any request for augmentation of a four-year segment's resources should further include an estimate of the resources currently being used for community college purposes as well as for analogous activities with high schools and high school students.

SEC. 7. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

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THE CALIFORNIA COMMUNITY COLLEGE

FOCUS

Transfer

- California Community Colleges transferred 59,574 students to the state's public universities during the 1995-96 academic year. About 20,000 additional students transfer to California independent four-year and out-of-state institutions annually.
- From 1990-1995, the proportion of new transfer students who enrolled at the UC and CSU from California Community Colleges increased from 75 to 80.5 percent.
- Two-thirds of community college students transfer in the fall; one third in the spring. Between 1987-88 and 1995-96, California Community Colleges transfers to UC increased from 7,712 to 10,886 or 41 percent, with slight declines during the last three years. California Community Colleges transfers to CSU fluctuated during that same period, ending 8.9 percent higher, from 44,673 to 48,688.

California
Community
Colleges

Board of Governors

Chancellor's Office

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Recovering from declines in the early 1990s, the number of students transferring to UC and CSU has increased since 1992; 50,973 in 1992-93; 55,360 in 1993-94; 57,841 in 1994-95; and 59,574 in 1995-96. During that time the number of transfers increased for all historically underrepresented ethnic groups.

	1992-3	1993-4	1994-5	1995-6	1992-6 Change
Asian	6137	7714	8822	9329	52.0%
Black	2515	2747	3018	3222	28.1%
Filipino	1433	1722	2045	2150	50.0%
Latino	6985	8115	8889	9837	40.8%
Nat. Am.	621	611	668	778	25.2%
White	26812	26995	27016	25819	-3.7%

- **Of every 10 transfers:**

  Six attend a CSU

  Two attend a UC

  One attends an independent university in California.

  One attends an out-of-state university.

- Each year, approximately one-half of CSU and one-fourth of UC bachelor degree recipients are California Community Colleges transfers. (1993-94: CSU - 30,228 or 54.6%; UC - 8,758 or 28.4%)
- California Community Colleges transfers perform well in upper division coursework:
  - 12-year graduation rate (1980-92) for new community college undergraduate transfers to CSU was 5.5 percent higher than the comparable rate for first-time freshman.
  - Transfers progress through UC upper division at the same rate as UC native students.
  - Nearly 75 percent of community college transfers to UC complete a BA in six years, better than the rate for UC native students.
- By the year 2004, the number of California high school graduates is likely to be significantly higher than in 1993– up 57,476 from 248,320 to 306,796 (CA Dept. of Finance, 1994). This trend may cause a substantial increase in community college transfer student enrollment.

Source unless otherwise noted: *Student Profiles*, California Postsecondary Education Commission.

11/97

Transfer

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SENATE HEARING ON TRANSFER

Senate Select Committee on Higher Education Admissions & Outreach
Senator Teresa P. Hughes, Chair
California State University Los Angeles
December 3, 1997

COMMUNITY COLLEGES AND TRANSFER

BACKGROUND

California statute identifies three primary missions for the California Community Colleges: the first two, transfer and vocational and occupational education, were established in statute in 1988 through the passage of Assembly Bill 1725; the third, economic development, was established through the passage of Senate Bill 1809 in 1996. In addition, remedial instruction and adult noncredit education are found to be "important and essential functions" of the community colleges, and the provision of community services courses and programs is identified as an "authorized" function. Within the myriad missions and responsibilities of the system, the California Community Colleges maintain a strong commitment to a viable transfer function and the students it serves.

The Master Plan for Higher Education establishes transfer as a priority for California's colleges and universities, and beginning in 1985, the higher education community undertook a number of initiatives to strengthen the transfer process. In 1991 Senate Bill 121 (Hart) emphasized that a strong transfer function was the shared responsibility of the community colleges, the California State University and the University of California, and included a number of provisions designed to enhance collaboration in support of student transfer.

Also in 1991 the community colleges, CSU and UC, joined by the Association of Independent California Colleges and Universities (AICCU), agreed upon a Statement of Common Principles for strengthening the transfer process. Within these principles the systems recognized transfer as critical to providing access to higher education, and as "central and essential" to California's commitment to educational equity.

Today, as California recovers from the recent economic recession, the systems are in the process of renewing their efforts on behalf of transfer students. The California Community Colleges and the University of California recently entered into an historic agreement to enhance student transfer and to increase by one third the numbers of students transferring to the University by 2005-6. The AICCU has made a commitment to work more closely with the community colleges to provide greater access for transfer students. And we continue to maintain a healthy working relationship with the CSU, who's commitment to transfer remains strong and whose transfer numbers continue to grow.

CHALLENGES TO TRANSFER

The elements that impinge on the education environment are constantly in a state of flux; thus educators are constantly seeking to adapt their efforts to meet and address new challenges. The following highlights some of the key areas the community colleges have identified as needing attention over the next 3-5 years, although much has already been accomplished or is underway to address the challenges listed below.

Articulation. Articulation is the process of identifying like courses between the community colleges and the universities that students can take to meet the lower-division general education and major preparation course requirements. Articulation provides students with the "road map" necessary to identify the coursework they will need to take prior to transfer. While students never see how articulation works, the complexity of the process necessarily limits the amount and type of articulation available for student and counselor use.

- *Challenge*: *How do the systems work together to reduce the complexity of the articulation process, and to increase the amount of articulation available for student use?*
- *Solutions:* *Develop more major articulation agreements.*
  Expand the California Articulation Number (CAN) System.
  Ensure that ASSIST contains all available articulation.
  Provide the resources necessary to ensure that all articulation is accurate and up-to-date.

University Outreach. University-bound students who graduate from high school don't always qualify to attend a university. In addition, once enrolled at a community college, students benefit greatly from those services provided directly by university outreach staff.

- *Challenge*: *How can we work together better to identify potential transfer students and provide them the university services they need?*

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- *Solutions:*
  - *Expand CCC and university cooperative outreach efforts.*
  - *Provide increased university presence at community colleges.*
  - *Ensure transfer student identification and data exchange between the CCC's and the universities.*
  - *Provide increased opportunity for faculty-to-faculty dialogue.*

Data Collection and Exchange. Timely information on the flow of students through the education pipeline provides invaluable information to educators who continue to look for ways to enhance the quality of services and instruction provided to students. For transfer, the universities would like to be able to identify a "potential" transfer student pool; the community colleges would like consistent information on student university admission, performance and graduation once they transfer.

- *Challenge*: *How can the systems improve the collection and exchange of necessary student data?*
- *Solutions:*
  - *Establish a statewide student database.*
  - *Develop community college/university data exchange agreements.*
  - *Establish measures for "transfer directed" and "transfer ready".*

Providing Transfer Information to Students. Because of the inherent complexity of the transfer process and the number of transfer options available to students, providing timely and accurate transfer information is critical.

- *Challenge*: *How can the systems improve the provision of information to students?*
- *Solutions:*
  - *Increase availability of Transfer Admission Agreements.*
  - *Provide increased counselor training.*
  - *Provide student/counselor training and access to WebASSIST.*
  - *Ensure student access to UC Pathways/CSU Mentor; continue development of student information/services components.*
  - *Provide sufficient Transfer Center resources.*

Meeting Changing Student Needs. Many community colleges are seeking to become more "student centered" in the provision of services and instruction, providing students what they need, "when and where" they need it.

- *Challenge*: *How do the CCC's and universities improve the provision of "when and where" services and instruction to transfer students?*

- *Solutions:* *Ensure articulation of Technology Mediated Instruction courses.*
  Provide student/counselor training and access to WebASSIST.
  Ensure student access to UC Pathways/CSU Mentor; continue development of student information/services.
  Ensure usefulness of/student access to the California Virtual University.
  Identify part-time/evening/summer university options for transfer students.

Preparing for "Tidal Wave II". There is a general consensus that higher education enrollments will increase significantly over the next 5+ years.

- *Challenge*: *How will the community colleges prepare more students for transfer? How will the universities accommodate more transfer students?*
- *Solutions:* *Implement CCC/UC MOU.*
  Provide sufficient CCC transfer course offerings.
  Ensure sufficient CCC transfer services resources.
  Strengthen CCC/university transfer alliances/cooperative admissions programs.

Maintaining a Commitment to Diversity in the Transfer Pool. The community colleges continue to enroll an ethnically diverse student body that reflects California demographics at large. Many students ineligible to attend the universities from high school enroll in the community colleges, who provide a "second chance" opportunity to prepare for upper division coursework and transfer successfully. The community colleges face a number of challenges in maintaining current levels of diversity in both overall enrollments, and in transfer. Some of the challenges include predicted enrollment surges; changes in CSU remedial education policies and admissions practices; and the impact of CalWORKS.

- *Challenge*: *How do the community colleges continue to ensure an ethnically diverse transfer pool? How do the universities assure that once they transfer, community college students feel welcome and are provided the same opportunities to succeed through attainment of the baccalaureate degree as university "native" students?*
- *Solutions:* *Target potential transfer students through CCC and CCC/university cooperative outreach efforts.*
  Ensure sufficient CCC Transfer services resources.
  Provide sufficient CCC transfer course offerings.
  Increase availability of Transfer Admission Agreements.
  Strengthen transfer alliances/cooperative admissions programs.

Trends Important to California Community Colleges

A Technical Paper for the
2005 Task Force of the
Chancellor's Consultation Council

November 1997

Policy Analysis and Management Information Services Division
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Trends Important to California Community Colleges

A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council

November 1997

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Access and Policy

Summary

Trends Important to California Community Colleges is one of four technical papers prepared for use by the 2005 Task Force of the Chancellor's Consultation Council. This task force was formed in Spring 1997 and asked to help the Board of Governors and Chancellor develop strategies for addressing the challenges of the future facing California Community Colleges. The other technical papers in this series include: *Access, Funding Patterns,* and *Future Scenarios.*

This *Trends* paper builds on the results of earlier futures research projects undertaken by staff for the Board of Governors and on work by staff sponsored by the American Association of Community Colleges. This material was first discussed by the Board of Governors at its February 1997 Retreat.

These trends and their implications are a helpful context for discussions which start at an aggregate level, but lead to more detailed questions and analyses. For instance, discussions of demography and the economy lead to analysis of the appropriate community college contribution to the workforce preparation of immigrants and to the colleges' assistance with welfare reform. Another line of inquiry, implied by changing technology, is the need to develop plausible projections of how the use of instructional technologies will (should) impact the planning and funding of community college capital outlays.

To summarize, the trends most important to community colleges appear to be:

- ***Demographics***: emerging "baby-boomer echo" of 18-24 year-olds; increasing cultural and learning diversity of students; and the elderly education market.
- ***Technology***: advances in interactive communications and fused systems; increasing use of computers and the need for higher skills in most jobs; and increasing "virtuality" (decreasing reality?).
- ***Economy***: longer and shallower cycles; increased outsourcing, career changes, and networking; and globalization.
- ***Society***: advent of multicultural, mosaic society; increased cocooning and living alone; and changing structure of family.
- ***Public Policy***: decreasing federal (increasing state) control; continued inadequate funding; and an emerging gap between existing practice and new paradigms of college organization and delivery.

Highlighting this work are (1) the extraordinary increase in *student diversity* the colleges face, (2) the increasingly pervasive *influence of technology*, (3) continued *expansion in* the perceived *mission* of the colleges, and (4) the substantial *differences* between the current practice and that advocated by planners.

Introduction

Trends Important to California Community Colleges is one of four technical papers prepared for the 2005 Task Force of the Chancellor's Consultation Council. This task force was formed in Spring 1997 and asked to help the Board of Governors and Chancellor develop strategies for addressing the challenges of the future facing the California Community Colleges. The other technical papers in this series:

- *Access*
- *Funding Patterns*
- *Future Scenarios*

This *Trends* paper builds on the results of a futures research project that was conducted to help develop a long range plan for the California Community College Board of Governors, *The New Basic Agenda: Policy Directions for Student Success*, adopted in March 1996. Results of that project were initially modified by the author for a Research White Paper, sponsored by the American Association of Community Colleges, for publication in 1997. That material was revised further for Board of Governors discussions that began at a February 1997 Retreat.

To provide context for this discussion, we note that the California Community Colleges Board of Governors (BOG) is a 16-member statewide group, appointed by the State's Governor, which has broad leadership and regulatory responsibilities for 71 districts and 106 local community colleges, 46 centers, and hundreds of outreach locations across California. Each of the 71 districts has a five- or seven-person, locally-elected board that oversees work of that district.

Like many states, the responsibility for governing California community colleges is shared between state and local authorities. For instance, the state-level BOG adopts minimum qualifications for faculty hiring, but local boards (or their designees) hire faculty, chief executive officers, and other staff. College governance is shared also—between trustees, administration, faculty, and students—at both local and state levels. Locally, college faculty senates are part of college and district decisionmaking, along with the district board and chief executive officer. At the state level, policymaking is guided by a "consultation process" in which all constituents (trustees, administration, faculty, and students) participate. While the BOG engages in statewide planning, each local district also plans for its own colleges and service area. The BOG provides regional coordination of these local plans.

Methodology

This project relies on "futures research" techniques, commonly used by colleges and universities; see, for example, Morrison, Renfro, and Boucher (1984) and McIntyre (1991). In "futures research," staff gather information from a wide variety of sources on trends both internal and external to the college, an effort often called an "environmental scan;" then they subject that information to rigorous analysis and consensus-building. In this working paper, trends are organized into the following categories:

- *Demography*: Most certain of the trends. Apart from uncertainty of policies about immigrants, most individuals that colleges plan to teach over the next decade already reside in their areas.
- *Technology*: Changing ever more rapidly as time goes by. Yet, basic developments that indicate what and how colleges should teach are broadly predictable.
- *Economy*. Economic cycles are difficult to forecast, and few agents do so for more than one or two years into the future. The cycle is of key importance to the demand for and funding of colleges.
- *Society*. Equally difficult to forecast and increasingly diverse are changes that will take place in family formation, values, and lifestyles. These factors impact how (well) individuals learn.
- *Public Policy*. Most difficult to predict, particularly in states, like California, that have a strong initiative process and term-limits. Colleges are impacted by all kinds of policies, not just those about education.

The use of these particular categories is based on planning experience with the Board of Governors. To identify some specific future planning scenarios, staff prepared its own forecasts and used results from other models, such as work by the Rand Corporation (1995), UCLA (1995), California State Department of Finance (1996), and the Center for the Continuing Study of the California Economy (1995, 1996, and 1997). These forecasts all differ and our use reflects the ranges represented.

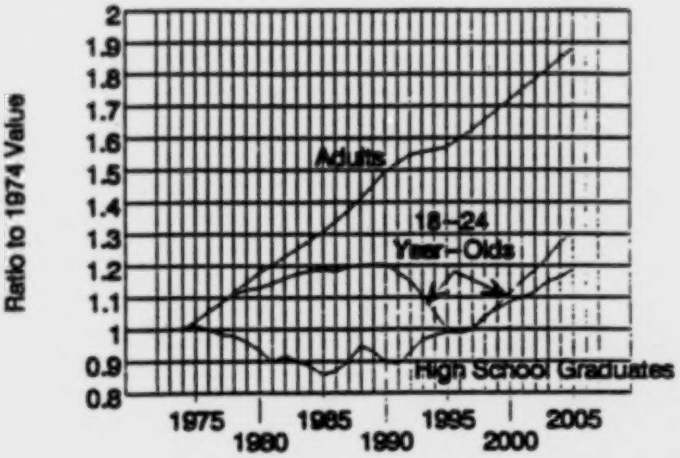
Results

The following presents the results of our initial research on trends important to California Community Colleges; their implications for policy and practice; and a further analysis of how national trend(s) may differ.

Demography

California. Following decades of rapid growth, California's population increase slowed because of the recent recession (Figure 1), but growth continues, and the number of 18-24 year-olds—after nearly a decade of decline—will increase rapidly beginning 1997. (The number of high school graduates has already started to increase.) Known as the "baby-boom echo," this age cohort comprises half of community colleges' enrollments. The state's elderly population also will grow: those over 55 years-of-age will increase by 31 percent during the next decade, compared to 14 percent for all other age groups.

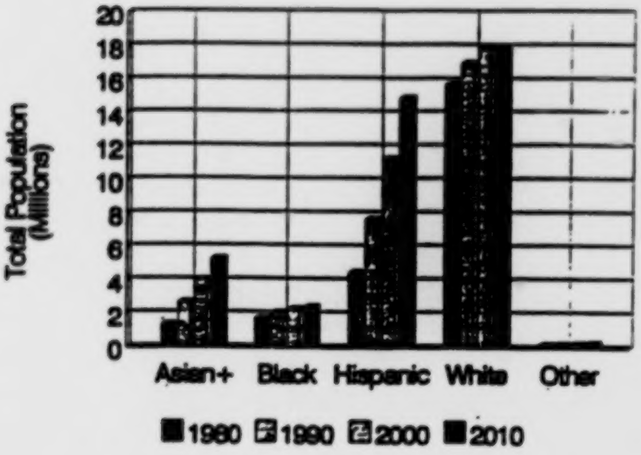
Figure 1
California Demographic Trends
1974-94 Actual; 1995-2005 Forecast



Sources: Derived from Department of Finance, 1996;
California Postsecondary Education Commission, 1995.

The multicultural character of California is changing toward that of Hawaii. In 1990, two of every five Californians were Hispanic, Asian or Black—compared to one in every five throughout the rest of the U.S. (Figure 2). By 2002, half of California's population will be from a non-white background—thirty percent will be Hispanic—and most of the new residents will be either Hispanic or Asian (Figure 2). Currently, a language other than English is spoken in half of the households in Los Angeles County, and more than 100 different languages are spoken across the state. If current policies continue, the early half of the added population between now and 2005 throughout California will be foreign immigrants.

Figure 2
California Racial and Ethnic Groups
1980, 1990 Actual; 2000, 2010 Forecast



Note: Asian+ includes Asian and Pacific Islanders.
Source: Derived from Cepter for Continuing Study of the California Economy; California Population Characteristics, 1995.

California's labor force is changing dramatically. Today, three of every ten workers in the state are white males. By contrast, just one of every 15 net additions to the state's work force (new workers less retirees and deaths) during the next ten years will be white male. Of the other new workers, over half will be women, and many new workers will be recent immigrants who have entered the state during this decade and have limited English-speaking skills and may not be highly trained for jobs. An additional indeterminate number of new Californians will be undocumented immigrants.

California community college enrollment changes reflect the state's changing population:

Enrollment	**Fall 1983**	**Fall 1994**
NonWhite	39%	51%
NonCitizen	9%	20%

During the same period, community colleges have enrolled those mostly in lower socioeconomic groups:

	1992 Annual Family Income
California Community Colleges students	**$23,900**
California State University students	32,800
University of California students	48,800
All Californians generally	**37,600**

Four of five community college students work, and in the face of fee increases they tend to carry fewer classes and work even more; see Chancellor's Office (1993). While nearly two of every three students would qualify for student financial aid, only one of every three applies. And one of every 10 students receives welfare payments. (One of every five California adult welfare recipients attends a community college.)

National. During the next decade, California's population will grow by 15 percent, nearly twice the national rate (9 percent). While 9 of 10 new Californians will be non-white, that same ratio for population growth nationwide is 7 of 10. And, over the next decade, all states will be subject to the same increases in the elderly, and to the 18-24 year-old increase.

Implications. Many of California's and the nation's new workers will come from population groups that have been underrepresented in postsecondary education. Improving access of these new workers to education is especially important for, community colleges, because most of these individuals begin their postsecondary education in a community college. The increased variety of learning styles of a more culturally-diverse clientele also will pose significant challenges to the nation's community colleges.

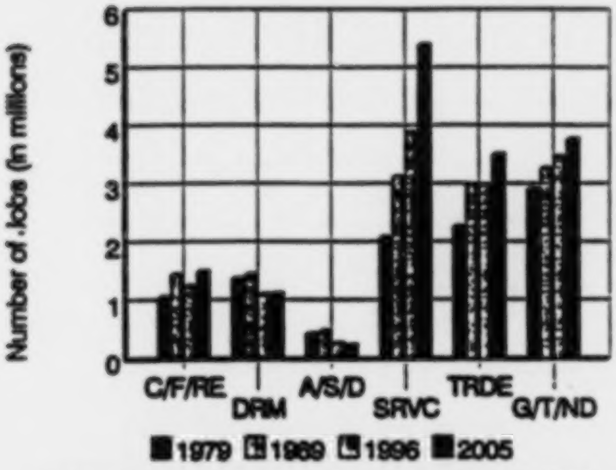
In California and other sun belt states, large numbers of limited-English speakers will continue to require classes in English as a Second Language (ESL) and in precollegiate basic skills. A contrasting impact on curriculum and its delivery will result from the upcoming surge in high school graduates and 18 to 24 year-olds: increases in demand for transfer programs and, specifically, for lower division general education.

Technology

Technological change poses two major implications for community colleges: (1) the need to teach students about the technologies with which they will work after completing their education, and (2) the increasing opportunity that colleges have to teach students using many of these same technologies.

California. Technological change demands increasingly higher overall skills from the labor force, but it isn't clear just what kinds of new technologies, or new skills, will be required. Like other states, California's economy is shifting from manufacturing to services, from an industry-based economy to a knowledge-based economy. In the recent recession (like earlier recessions), construction, real estate and finance were hard hit, and are expected to rebound during economic recovery (Figure 3). But, unlike earlier recessions, aerospace and defense-related industries lost many middle and upper-level positions, few of which will return. Foreign trade and high technology lead the recovery. And, while durable manufacturing is beginning to recover in California, it isn't clear to what degree and in which areas. Communications and information processing technologies will grow; services will grow and manufacturing decline.

Figure 3
California Jobs by Industry
1979, 1989, 1996 Actual; 2005 Forecast



Sources: California Employment Development Department, 1996;
Center for the Continuing Study of the California Economy, 1995.

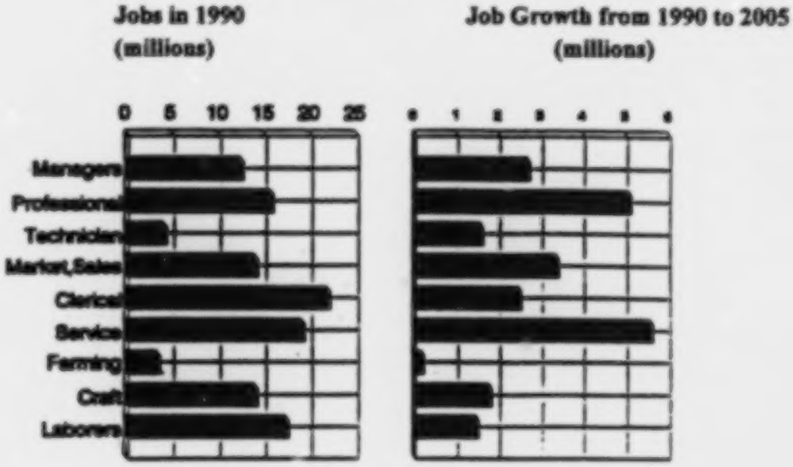
Industry Legend:		
	C/F/RE:	Construction, Finance, and Real Estate
	DRM:	Durable Manufacturing
	A/S/D:	Aircraft, Space, Defense
	SRVC:	Service
	TRDE:	Trade
	G/T/ND:	Government, Transportation, Nondurable Manufacturing

As the California economy grows and changes from manufacturing to services, several sectors can be identified to be of major importance and suggest specific ways in which the job market will change. Foreign trade (particularly around the Pacific Rim), high technology manufacturing, professional services, and tourism and entertainment will push the state's growth. The number of jobs in computer services, pharmaceuticals, publishing, and motion pictures will continue to increase, while jobs in metal products, aerospace, aircraft, and defense will continue to decrease in California. And computers will be used in most jobs.

National: At present, more people in the nation assemble computers than cars, and there are more Americans in the software industry than in the oil industry (Paine, 1996). As the infrastructure of the "information superhighway" is established, media are beginning to be "fused" and radio, television, computer, fax, printer, etc. will soon coexist in a single box. Dede (1995) predicts this will be the prevalent model within two decades.

During the next decade, jobs requiring some postsecondary education—executive, managerial, professional, technical, and marketing and sales—will increase more than average, while jobs requiring little or no postsecondary education—clerical, farm labor, crafts, operators, and general laborers—will grow at less-than-average rates (Figure 4). While each state's industrial profile differs, this overall pattern of job growth will be similar throughout the nation.

Figure 4
U.S. Jobs and Job Growth
1990 to 2005



Sources: Center for the Continuing Study of the California Economy, California Population Characteristics, 1992.

Implications: Largely because of technological advance, the percentage of unskilled jobs in the nation has dropped from 60 percent (1950) to 35 percent (1990) and is forecast at 15 percent by 2000. Consequently, Roe (1996) argues that there will be more need for "techno-professionals," trained at less-than baccalaureate levels—by community colleges—in general skills like teamwork, critical thinking, computers and communications, along with more technical skills like biotechnology, environment, electronics, information, and manufacturing. Community colleges are challenged to properly plan and implement the curriculum needed by workers in the face of this dramatically changing labor market.

Technological change also means that individuals will change careers or their basic job skills as many as a half-dozen times or more during their lifetime. Thus, their retraining needs for community college education, already substantial, will continue to increase. Of the more than half-million California community college students enrolled for job training at any given time, about one-third are retraining for a different skill or career. (Prior to 1993, one of every ten California community college students already held baccalaureate degrees, and two of every three of these students were enrolled to learn job skills.)

Advances in information technology provide community colleges the opportunity to accomplish a number of objectives, among which are to improve student learning, increase access, and, possibly, reduce costs. The models for doing this are generally well known, though the ultimate technology may not be:

(a) use of multimedia by faculty to complement traditional lecture and/or laboratory delivery;

(b) simultaneous audio and/or video interaction by faculty and students who are physically separated;

(c) delayed interaction at a distance, through computer-assisted instruction (CAI) and other tools; and

(d) passive distance learning methods such as one-way television, audio/video, correspondence, and the like.

Methods (c) and (d) have been available for many years, as have (a) and (b), but advances in multimedia and interactive tools make them much more widely available for use.

Of major issues about using technology to teach, perhaps the most important deals with the quality of student learning. How can distance learning be made effective if research shows that students learn better when they work in a performance-oriented, "hands-on" environment, and when they work collaboratively—in groups—rather than competitively—in isolation? Can instructional technology improve access for community college students from low income situations who have little experience with computers and telecommunications? How can tenured senior faculty be effectively combined with temporary faculty and technicians to deliver instruction using technology? How much courseware will be developed on-campus in contrast to being purchased elsewhere? How do colleges fund the initial costs of hardware, software, and communication systems when the savings (if any) occur later?

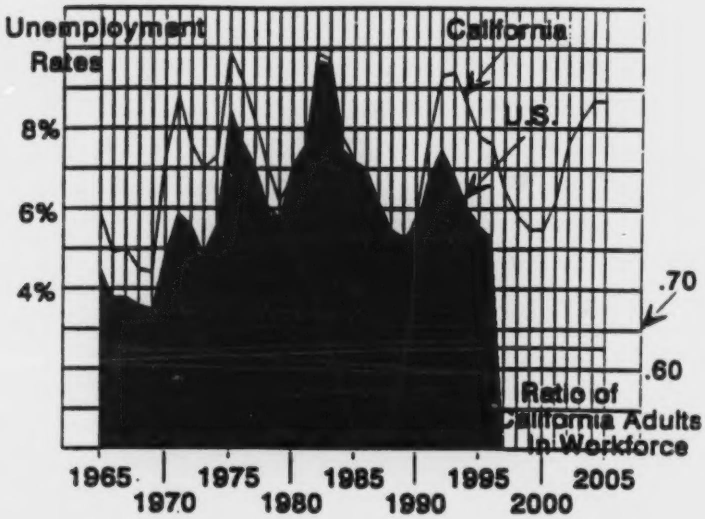
Many other agents offer training in the same skills and knowledges as do the community colleges. The number of competitors for community colleges—in the postsecondary education marketplace—will increase. These competitors will take classes to students in their homes or workplace, or at other convenient sites, often using advanced technologies. Motorola, Mind Expansion (MEU), and Phoenix Universities, and public television are already well into niches of this market. In addition, Western Governors (formerly Virtual) University, International Community College (made up of MEU, the League for Innovation, and Jones Education Networks), and other emerging institutions (like California Virtual University) and consortia will offer instruction similar to that offered by community colleges.

Economy

California and the Nation: The State's economic recovery which began in 1994—fully one year after the national recovery—has been less robust than the prior three recoveries and has been weaker than that of the nation as a whole (Figure 5). Moreover, the proportion of adults officially in California's labor force has dropped from 69 percent in 1990 to 65 percent now. If this proportion had not changed, unemployment in California would be 12 percent, rather than the 7 percent officially estimated, which also is higher than the 5.4 percent national figure. (The Field Research Corporation [1996] has estimated that 20 percent of California adults are seeking employment.) These are major changes. During the 1980s, California's economy cycled in phase with that of the nation, had similar unemployment, and higher (than current) labor force participation. And California's (and the nation's) economic cycles have lengthened over the past quarter century.

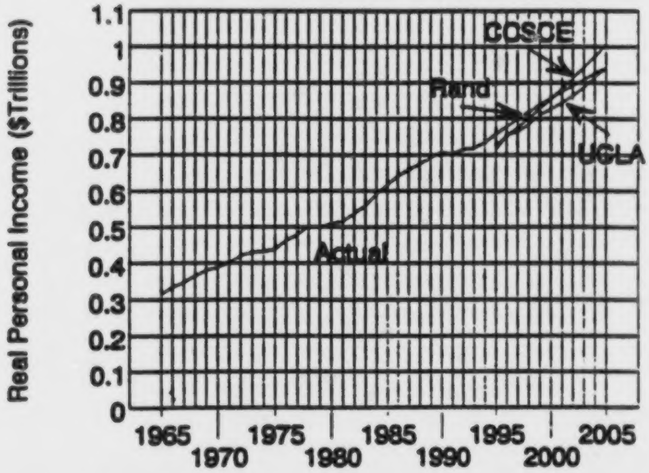
Despite the recent slowing of national and global economic indicators, California's recovery continues and becomes more robust. Three forecasts for the next decade—by the Rand Corporation, the UCLA Business Forecast, and the Center for the Continuing Study of the California Economy (CCSCE)—project annual growth rates in real (price-adjusted) personal income: 2.2 percent, 2.8 percent and 3.3 percent, respectively, that range around the state's 3 percent annual average growth rate for the past 30 years (Figure 6). The California Governor's last published long term forecast (1995) projects the state's growth—in real personal income—at 2.8 percent annually over the next decade, marginally better than the national growth forecast of 2.5 percent. Notably, all projections embody a more modest rate of inflation in the future—between 3 percent and 4 percent annually—than occurred during in the past 30-years (>5 percent).

Figure 5
Employment and Workforce
1972-1995 Actual; 1996-2005 Estimated



Sources: Chancellor's Office, California Community Colleges, August 1996.
Derived from California Employment Development Department, 1996, 1989; and California State Department of Finance, 1996.

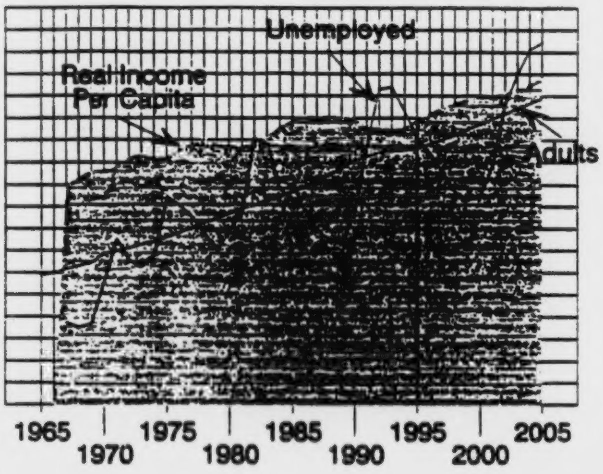
Figure 6
California Personal Income
1965-1994 Actual; 1995-2005 Estimated



Sources: Derived from California Governor's Budget Summary, 1995-96. UCLA Business Forecast, December 1994. Rand Corporation, the California Master Plan Revisited, DRAFT, January 1995. Center for the Continuing Study of the California Economy (CCSCE), California Economic Growth, 1994.

The Governor (in his 1995 Economic Report) also assumed "... A recession at some point in the late 1990s..." followed by "... A normal cyclical upturn early in the period 2000-2005." Similarly, we assume an interruption of California's recovery by 2000, also followed by another upturn between 2000 and 2005, projecting cycles of recovery and recession that are somewhat longer and less severe than in the past, together with modest price inflation, averaging about three percent annually (Figure 7). Patterns of unemployment are assumed to cycle in the same way as they have in the past.

Figure 7
California Economic Trends
1965-1995 Actual; 1996-2005 Estimated



Sources: California Employment Development Department, August 1996; Department of Finance, August 1996; California Governor's Budget Summary, 1996-97; Economic Report of the Governor, 1995.

While moving from an industrial- to a knowledge-basis, firms are becoming more productive, largely in response to international competition and technological change. They are "downsizing;" out-sourcing (contracting for services, rather than using their "own" employees); entering into often-temporary partnerships, alliances, and collaborations; shifting to horizontal (team-based), rather than vertical, organization; and generally putting greater emphasis on specific customer wants.

Among corporate changes, perhaps the most dramatic are in the health industry. The shifts from fee for service to capitation, individual practice to managed care, in-patient to out-patient care, and increasing use of paraprofessionals and multi-skilled workers all have significant implications for who, what, and how community colleges teach and how the colleges coordinate their instructional delivery with rapidly changing health care organizations.

Corporate outsourcing is part of another development, the "network" society, that is beginning to emerge in California and elsewhere: where more highly skilled workers, particularly those trained in postsecondary education, are becoming independent contractors (not traditional "employees"), and where more and smaller firms use temporary joint ventures like partnerships to accomplish their work. These trends will change the way individuals view job security and job loyalty, and the way in which individuals present or "sell" themselves, and, therefore, the kind of education they seek.

During the past decade, foreign trade has become a larger component of the nation's gross domestic product, and California has increased its share of U.S. Trade; see Center for the Continuing Study of the California Economy (1995). California's primary trading partners are expected to grow at a greater rate economically during the next decade than will the rest of the world. The "community" in which Californians interact will increasingly encompass the entire world, not just the local geographic entity in which they live.

Implications. Economic cycles simultaneously increase demand for and reduce funding of community colleges. At the same time, colleges can contribute to long-term economic growth by the appropriate training and education of California's emerging labor force. Changes in the work environment will produce a community college student whose learning needs and attitudes are quite different than those of earlier generations. Increased trade and concern with other countries and cultures will force community colleges to plan curriculum and teach more in global terms.

Economic cycles exert a multiple impact on the colleges: downturns produce declines in real income per capita and accompanying increases in unemployment—both of which, in turn, simultaneously result in less funding, but greater demand for community college education. The recent recession was no exception. And, while the recession was much more severe than the prior three recessions, it appears that recovery has started at nearly the same pace as it did after the prior three recessions. But, a likely economic downturn by 2000 will produce possibly higher-than-usual levels of unemployment due to lower labor force participation; slowed income; and falling revenues for community colleges. A strategy to stabilize revenues across economic cycles and make more flexible the allocation of public resources is needed.

The nation's and California's long-term economic growth will be determined by the quality of its lifestyle and physical infrastructure; competitiveness of its tax and regulatory structure; and availability of skilled labor. However, much of the growth in new jobs will take place in skilled occupations that have not, in the past, typically employed those individuals who will comprise the bulk of the new workforce. Most of that job growth will take place in occupations with skills and knowledge that demand some postsecondary education and which, therefore, are typically taught by community colleges. Community colleges educate and train for virtually all of the largest growing job categories in California, including retail salespeople, managers, food preparation and service workers, clerks, cashiers, nurses, accountants and auditors, secretaries, engineers, and receptionists; see Center for the Study of the California Economy (1995). And, it is the community college, more than any other postsecondary institution, that enrolls those individuals who will comprise the bulk of the new workforce.

Community colleges are the largest single provider of workforce preparation in California, enrolling one of every eight individuals who are trained in the state each year (Governor's School to Work Task Force, 1995). The more successful community colleges are in training the state's future labor force, the more robust will be future economic growth. Robust economic growth in turn also will ease the need for public investment in welfare, unemployment, and criminal justice, and, presumably, free more funding for postsecondary education. This is true in California, and similar conditions appear to hold across the nation.

The way corporate restructuring changes the labor force is important for the training of students by community colleges. But, these trends also may suggest ways to restructure the colleges. For instance, the emphasis on customer (student) needs, long a hallmark of community college education, should be further centered on student learning. Also important for curriculum planning is the need to put greater emphasis on other cultures and countries as the "global community" with which people deal becomes enlarged.

Society

Apart from demographic and cultural differences, societal trends in California mirror those throughout the nation. Changes in family structure, toward a greater variety of situations—cohabitants, step-parents, etc.—will continue.

Currently, one of every five female adolescents in the United States bears a child before age 20, the highest rate among Western nations; see Carnegie Task Force (1995). Half of these mothers are unmarried. One-fourth of all children are born into poverty, and one-fourth of all children live in single-parent families. And, all these proportions continue to increase, as does the number of children with substandard or no care ("latchkey" children); see, for example, Danziger, et.al. (1994).

Banach and Lorenzo (1994) point out another significant trend: one-fourth of the population lives alone. And there is a general shift to individual- or home-centeredness, and away from community-centeredness, an increasing kind of isolation referred to as "cocooning." This trend is likely to continue, driven by the population's aging, concern for security, and new technologies which make it possible to shop, bank, be entertained, and generally conduct one's business at home.

Societal changes due to technological change will be profound, but somewhat ambiguous. Some observers suggest that the current generation of children will be the first with a greater acquaintance with machines than with animals. While the implications of this aren't clear, students will enter college more conversant with information technologies than ever before.

Like some other states, California's shift to a multicultural society, already underway, will accelerate. This shift leads to what Banach and Lorenzo (1994) describe as the "mosaic society," where diverse minority interests emerge from immigrant-influenced population growth. This society features multiple perspectives where values and learning styles vary. Some cultures value teachers more than others, and the custom for some is to learn collaboratively, while others learn competitively.

Implications: From this rapidly-changing environment emerges a student whose learning needs are quite different than those of students in earlier generations. What will be the same is that these new students not only are seeking skills and knowledge, but also are trying to identify career and life directions, and most doing so while working and supporting families and uncertain about their future.

Community colleges should respond in flexible and rapid ways to these student needs, working as a kind of "one-stop" educational institution where customers with a wide variety of skills may enter programs geared to their needs, ranging from precollegiate to advanced collegiate degree-oriented work.

Students must learn how to acquire, manage and interpret large quantities of information, possessing the requisite basic literacy and computational skills to do so. The curriculum will need to be composed of the proper balance of general and specific skills and knowledge so as to keep pace with social and technological changes. Finally, and most important, colleges must continue those elements of their curricula and services that promote social mobility, civility, and rational discourse in a rapidly changing multicultural environment.

Public Policy

California: Voter initiatives, beginning with Proposition 13 (1978) have constrained California's tax structure and limited the authority of its public bodies, particularly at the local level. And, while California is among the nation's (and the world's) leaders in spending for research and development, the state lags with respect to its public investment in infrastructure and education, and in its private investment in plant and equipment. For the past two decades, California has ranked last among all states in the growth of its public capital stock, which actually declined by over 1 percent per year between 1975 and 1988 (Center for Continuing Study of the California Economy, 1995). Voters continue to oppose local public funding and a number of California counties face extreme fiscal difficulty.

California community colleges are funded under a constitutional amendment (Proposition 98, 1988) which guarantees elementary and secondary schools (K-12) and community colleges a share of the state's General Fund. In good economic times, this is an abundant guarantee, based as it is on growth of Californians' personal income per capita and K-12 enrollments. In bad economic times, the formula is adjusted downward to reflect the slowing in General Fund tax collections.

Business groups have expressed concern about California's declining infrastructure, restrictive regulatory structure, and quality of life. Another key element in the state's economic development, workforce preparation, also is and will be a focus of public attention. A State Job Training Coordinating Council attempts to coordinate the state's 14 providers of workforce preparation to ensure that initiatives are developed within a common policy framework and that educational institutions work closely with business and industry. How this is to be done—who will govern and deliver workforce preparation—isn't clear, though community colleges are the largest single provider at present.

Adding further uncertainty are: (a) plans of the State University to reduce its remedial instruction; (b) University policy to revise its student affirmative action and a constitutional amendment on the same topic for public employment and contracting; (c) public policy that denies education and services to illegal immigrants; and (d) lack of long-term funding for capital outlays.

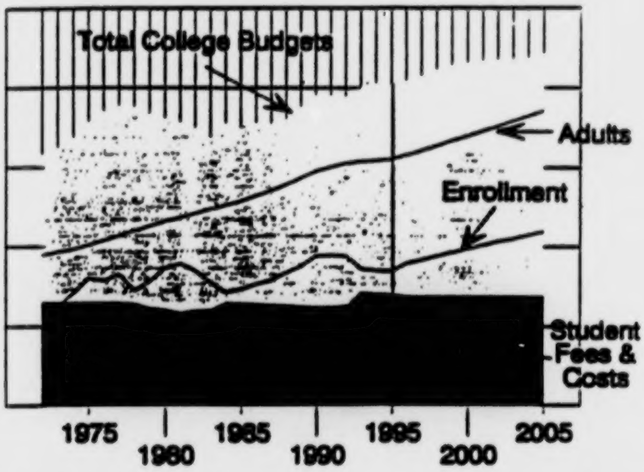
National: Federal judicial opinions are making programs for the disadvantaged less proscriptive. Efforts to deregulate and "privatize" governmental functions are expected to continue, as are efforts to decentralize authority from federal to state government. Long-term efforts to reform and make fiscally solvent federal entitlement programs like social security and healthcare will have somewhat uncertain consequences for education, as will already-inacted federal welfare reform.

States' public policies for health, welfare, criminal justice, and K-12 education will increase their costs substantially, leaving relatively less for postsecondary education. The potential costs of these policies in California led the Rand Corporation (1994) to conclude that it may not be possible to fund the objectives of the California Master Plan for Higher Education by the end of this decade. While more rapid economic growth (than predicted by Rand), and/or changes in policies could produce other results, the long-term prospects for funding of California postsecondary education are problematic.

Implications: Public funding for California community college operations began to increase in 1996 after five years of (price-adjusted) decreases. Our forecasts suggest that community college funding should continue to increase for three to four years. During this time, colleges will be able to add back classes and services cut between 1991 and 1995. Growing operating budgets together with increasing staff retirements should enable community colleges to restructure their curricula and services, but it isn't clear that adequate funding for the use of new technologies will be available. Growth, restructuring and technology all are needed for the colleges to respond to the state's changing culture and demography.

If California's economy cycles as we assume, community college enrollments will likely increase from 1.4 million to at least 1.8 million—an increase of 400,000 students over the next decade (Figure 8). As depicted, this forecast assumes that community college budgets increase—in real (price-adjusted) terms—through 1999, slow, then cycle upwards again by 2005. A fee surcharge for students with baccalaureate degrees ended in 1996, and, despite a drop from $13 to $12 in the enrollment fee per unit, we assume that other student fees and costs increase with the cost-of-living (are stable in real terms) through 2005. For discussion of the methodologies used in these forecasts, see Chancellor's Office (1996) and McIntyre (1995). And, for more up-to-date and more specific projections, see the technical paper on *Future Scenarios*.

Figure 8
California Community College Trends
1972-1995 Actual; 1996-2005 Forecast

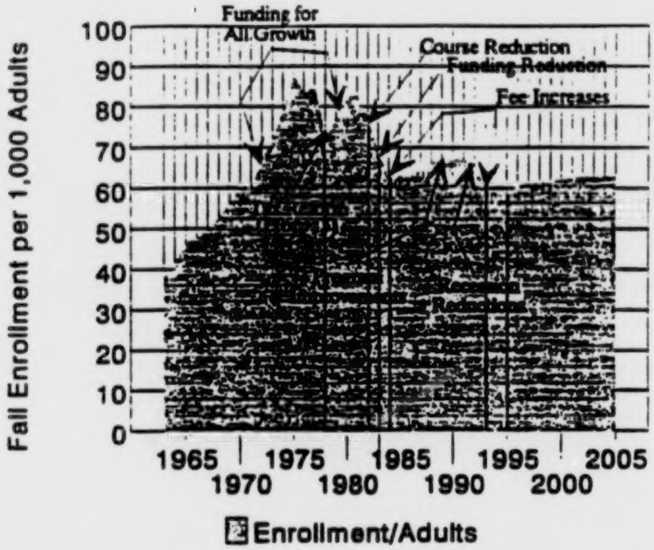


Sources: Chancellor's Office, California Community Colleges, September 1996.

Notes: *Student Costs* include annual real (price-adjusted) student expenditures per FTES for fees, books, and supplies, transportation, and child care. *Total College Budgets* are total annual real current expense of education. *Enrollment*: total community college fall headcount enrollment. *Adults*: California population 18 years of age and over (arithmetic adjustments are made to bring trends to similar scale.)

Since 1981, limited funding for enrollment growth and a series of policy changes have resulted in a series of decreases in community colleges access or "market penetration," measured roughly by: enrollment divided by adult population (Figure 9). Even under the relatively optimistic scenario assumed here, the colleges' access over the next decade does not return to its 1990 level and is far below levels recorded in the late 1970s and early 1980s. A weaker recovery or more pronounced economic downturn by 2000, or policy changes of the kind experienced since 1981 could substantially alter this scenario, reducing the colleges' ability to accommodate Californians. The need for higher level job skills, beyond secondary education, and characteristics of the emerging labor force both argue for a higher, not lower, market penetration by community colleges in the future. (See also technical paper on *Access*.)

Figure 9
Access and Policy
1963-1995 Actual; 1996-2005 Forecast



Sources: Chancellor's Office, California Community Colleges, September 1996.

Notes: Major policies are depicted as influencing enrollment change. Lesser policies, economic conditions (unemployment), and demographic change also impacted enrollment, but typically to a lesser degree.

Our forecasts suggest that California community colleges will not substantially improve their access or market penetration during the next decade if they continue their current patterns of organization and instructional delivery. New patterns—possibly utilizing greater technology—and/or new funding sources will be needed to measurably improve access.

The needed future balance of community college programs is unclear. Economic conditions and public policy will raise the enrollment demand for vocational education and job training, and emerging demographics will substantially increase the demand for transfer and "core" general education. (Notably, 1996 legislation cites "economic development" as a primary mission of California community colleges, equal to transfer and vocational education.)

Other factors will cause demand to be high across the entire college curriculum. Demography and public policy will continue the demand for ESL education; and social conditions and public policy the demand for precollegiate basic skills. A shift out of one or another of these major community college functions would not appear to serve the emerging educational interests of Californians.

Observers like Cross (1985) and others have long questioned the community colleges' ability to deliver its broad-ranging, comprehensive mission, generally described as: transfer, vocational, developmental, and community education, along with—in some states and locales—economic development. To this menu, as we noted above, Roe (1996) would have the colleges add a specific responsibility for training "techno-professionals" to meet the emerging labor market demand, and Travis (1996) and O'Banion and Gillett-Karam (1996) call for the colleges to expand their community development with a commitment to critical social ills that often occur in the inner city.

Also impacting the colleges' mission are the future consequences of the 1996 federal welfare reform. Recipients on federal aid will be limited to five years of benefits and must be working (including some training) after two years. This likely will increase the pressure to provide short term job training for quick employment rather than longer term education for more stable and long-lasting employment. Grubb (1996) recommends coordinating the two approaches. States like California have developed ways to implement the new law, and early analysis (see, for example, Anderson [1996] and McIntyre and Chan [1996]) indicates that community colleges have a major responsibility—which may grow substantially—to educate and train welfare recipients for jobs.

Another perspective on Californians' current interest in community college education is that it's not usually degree-oriented. Just two of every five students seek a degree or certificate; see Board of Governors (1966). Of every 10 students enrolled last year, four returned this fall while six did not. Of the six who left, one did so with a degree or certificate; while five left without any sort of award. Based on student intentions, one might have expected this leaver ratio of 1 degree:5 nondegrees to be more like 2:4. Among major policy questions are raised by these numbers: (1) Why do so few community college students pursue a degree or certificate? (2) Do existing degrees have value? (3) How many students achieve their goals without a degree or certificate? Besides validating their degrees and certificates, community colleges should (1) more effectively identify student educational objectives and acknowledge their achievement, (2) objectively measure—and use those measures to improve—student performance, and (3) create incentives—for students, faculty, and institutions—to improve student performance.

The relevant trends lead to calls for radical changes in how colleges are organized, managed, and deliver instruction. Cope (1996) calls for fewer administrators in a downsized operation as institutions "lose funds." Alfred and Carter (1996) call for a college organized in "boundaryless" fashion, with streamlined units that stress speed and teamwork. O'Bannion (1996) visions a "learning college" with many learning options and where teachers and administrators construct student (learning) portfolios and develop teaching technology. West (1996) advocates an institution that partners with, rather than competes with or ignores, other institutions; and where faculty rewards—based on the guild/union model of the industrial age—are replaced by a more flexible, market-based, incentives (merit and competition) model of the information age. Marien (1996) recommends a more balanced curriculum: more general and relevant, less specialized and academic.

Conclusions

These trends and their implications should prove useful in providing a context for community college policy directions. Discussions of trends start at an aggregate level, but more detailed questions and analyses emerge. For instance, discussions of demography and technology lead to analysis of the appropriate community college contribution to the workforce preparation of immigrants. Another line of inquiry, implied by changing technology, is the need to develop plausible projections of how the use of instructional technologies will (should) impact the planning and funding of community college capital outlays.

To summarize, the trends most important to community colleges appear to be:

- *Demographics*: emerging "baby-boomer echo" of 18-24 year-olds; increasing cultural and learning diversity of students; and the elderly education market.
- *Technology*: advances in interactive communications and fused systems; increasing use of computers and the need for higher skills in most jobs; and increasing "virtuality" (decreasing reality?).
- *Economy*: longer and shallower cycles; increased outsourcing, career changes, and networking; and globalization.
- *Society*: advent of multicultural, mosaic society; increased cocooning and living alone; and changing structure of family.
- *Public Policy*: decreasing federal (increasing state) control; continued inadequate funding; and an emerging gap between existing practice and new paradigms of college organization and delivery.

Highlighting this work are (1) the extraordinary degree of *student diversity* the colleges will face, (2) the increasingly pervasive *influence of technology*, (3) continued *expansion in* the perceived *mission* of the colleges, and (4) the substantial *differences* between the current practice and that advocated by planners. Recommendations by these planners often tend to emulate changes taking place in private industry, and community colleges are positioned to embrace some of them. However, few of them have actually been tested in public higher education. Studies of using technology, for example, are ambiguous (Paulien and Associates and NCHEMS, 1996).

A pessimistic future view of community colleges would be that their share of the less-than-baccalaureate postsecondary market decreases substantially because of their inflexible policies, inadequate funding, and more versatile competitors. A more optimistic scenario would have community colleges becoming even more flexible, responsive and relevant to the changing educational needs of students and society, thereby increasing their market share, and becoming even more of a factor in the economic and social development of the United States. The latter scenario, of course, is preferred, and—as noted above—will only be achieved by substantial changes in college policies and practices. Of course, that is the idea behind the subject of this paper. As Pohl (1996) argues, "The only good reason for trying to predict the future in the first place is so that now, in the present, we can try to shape it ..."

Our work in this project may also suggest a number of general concepts for community college planning and change that, in some cases, tend toward new directions and, in other cases, are being hotly debated. It is this debate that also engenders useful planning and policymaking.

- ***on pedagogy:***

The most popular paradigm shift described in the literature is from a focus on *teaching* to a focus on student *learning*, and, as usually described, favors community colleges whose mission has always been largely student-centered, tailoring instruction and services to diverse student needs.

Research shows that longer-term *education* produces better results than does short-term *job training*; but, federal welfare reform policies will likely force more short-term job training. Colleges need to effectively blend the two approaches.

For effective learning, the process of turning *data* into *information* must be extended by the processes of turning information into *knowledge*; i.e., enabling students to become acquainted with and understanding information. Emerging Information technologies put both information and knowledge literally at the fingertips of students; consequently, students need to learn the *meaning* of that knowledge and how it applies in different contexts and to a variety of problems. Thus, the traditional organization of subject matter and college teaching—by *discipline*—may need to shift toward an emphasis on methods of *solving problems*—increasingly by interdisciplinary approaches.

Colleges may want to pursue more *collaborative* and less *competitive* efforts. This can apply to both students and institutions. Research reviewed for this project shows that students learn more collaboratively than they do competitively. And, our scan suggests also that competition among publicly-funded institutions typically costs more than does collaboration.

- ***on policy and management:***

To ensure an equitable distribution of educational opportunity in the future, colleges may *distribute* or take instruction widely to individuals—in part through technology—a concept that seems to extend beyond just making the campus *accessible* in the traditional sense. Community college and other higher education officials should not defend "*traditions*" if they are no longer *relevant*. An illustration of this may be current ways of certifying student performance.

The continued emphasis on *accountability* must keep the end in sight. *Planning* and decisionmaking rely on evaluation of performance; but, many accountability projects produce long lists of performance indicators without considering how the information is to be used. And, to effectively assess the *value colleges add* to students (the colleges' real contribution), *outcome* measurement must control for variation in *inputs* (students' diverse entering skills and preparation).

While necessarily participatory, college "shared" decision processes may encounter difficulty because some of those involved in the consensus-building process are not ultimately *responsible* for it, they are just *consultants*. Most existing *regulations* of college practices have little to do with results and, therefore, do not induce colleges and their students to perform better; *incentives* for better performance are needed.

Colleges should *partner* with private industry to make workforce preparation more effective; but, since colleges produce substantial public or collective benefits, they should not be *privatized*.

The problems facing community colleges call for a *transformation* in the basic ways colleges organize and deliver instruction; an effort that appears to transcend *total quality management*, which, by contrast, has focused on making less important processes more efficient. Finally, the notion of *reinventing* the community college may have the merit of identifying desirable long-term goals, but efforts must begin by identifying major changes needed, then determining ways of *feasibly implementing* those changes.

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TRANSFER CENTERS: IMPLEMENTING MINIMUM PROGRAM STANDARDS

A Survey of Transfer Centers in the California Community Colleges

Spring 1995

Chancellor's Office
California Community Colleges
Student Services and Special Programs Division

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EXECUTIVE SUMMARY

Education Code section 51027 requires the governing board of each community college district to recognize transfer as one of its primary missions, and that an emphasis shall be placed on the preparation and transfer of underrepresented students. Additionally, each district was to develop and adopt a "transfer center plan" which would describe the activities of the transfer center and the subsequent activities to be provided to students. Initial plans to implement minimum standards were to be directed towards, but not limited to, five areas: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

This report presents the findings as submitted by California's community colleges during the 1994-95 academic year in response to a survey addressing the areas cited above. This report is based on the timely submittals of 99 of the 106 community colleges.

Recognize Transfer as a Primary Mission with an Emphasis on Underrepresented Students

Key to the transfer equation are institutional factors, such as the ways in which a campus defines its educational mission. While some colleges may emphasize a more "transfer-friendly" mix of academic programs which mirror the lower-division course offerings of the universities, others focus more upon technical and vocational skills programs. How this mission is communicated to the campus community may impact the effectiveness of the transfer function and a campus' ability to sustain it over a period of time.

One of the underlying principles of the Master Plan for Higher Education in California is accessibility to a baccalaureate education for the citizens of California. Since over 75 percent of underrepresented ethnic minority high school graduates in California who pursue higher education attend community colleges, the transfer function is particularly crucial to maintaining access for underrepresented students to a baccalaureate degree. Senate Bill 121 further directs the community colleges to give preference in transfer services to students from historically underrepresented backgrounds and economically disadvantaged families.

- Eighty-five colleges indicated in their progress surveys that their districts recognize transfer as their primary mission.

- Even more, eighty-seven, maintain their commitment to the preparation and transfer of underrepresented students.

Develop and Adopt a "Transfer Center Plan"

Transfer Center Plans describe the activities of community colleges which facilitate student transfer. Colleges develop plans in order to assess the effectiveness of current transfer practices and to aid in the development of new efforts and activities. Elements of these plans may address the data needed for increasing student transfer, particularly efforts which can increase the numbers of underrepresented students who transfer; the dissemination of accurate transfer and articulation information; efforts to provide academic counseling and advising; intersegmental transfer and articulation projects; and monitoring and supporting the progress of potential transfer students.

- According to the surveys, sixty-five of the reporting colleges have a written transfer plan in place.

Services to be Provided to Students

One of two primary missions of the community colleges, transfer preparation is implicitly woven into the fabric of student services and academic programs. SB 121 has established that each community college maintain a transfer center or other counseling and student services to "seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students".

During the past decade transfer centers have worked to develop quality programs and support services in response to the increasing numbers of students beginning their postsecondary studies—at the community colleges.

- Eighty-nine colleges reported at least some level of ability to provide target populations with support services essential for transfer.
- Fifty-three indicated the availability of transfer-specific academic planning.
- Twenty-five reported their ability to monitor the progress of transfer students.
- Seventy-four report having a student referral system in place.
- Comprehensive transfer-specific support services are available at eighty colleges.
- Seventy-eight maintain a schedule of visiting university representatives.
- Ninety report having updated resources available to students.

Facilities

Community colleges have been asked to designate a central location on campus where transfer and articulation information and services might be readily available to students, counselors, faculty, and staff, and to which personnel from four-year institutions might come to work with potential transfer students. Specialized funding became available in 1985 for this purpose; however, transfer centers were not entirely new to the community colleges at this time. Some districts had already recognized the need for centralized transfer services and had created and staffed centers.

- Ninety colleges reported having the space specifically designated for the provision of transfer services.

Staffing

Based on the experiences of the colleges participating in the Transfer Center Pilot Project, the findings of the Berman

Weiler Associates evaluation of the pilot project (August, 1989), and the experiences of locally-funded transfer centers, the Chancellor' Office made recommendations for transfer center staffing (*Recommended Program Guidelines*, 1989). This staffing structure consists of at least one full-time position to direct the transfer center, at least one half-time position to coordinate underrepresented student transfer activity, and a clerical support position. While the minimum standard for staffing is not as prescriptive—for example, there is no requirement to include an underrepresented student coordinator—the standards do recognize the need for adequate staffing in order to fully and effectively support the activities of the transfer center, including the coordination of underrepresented student transfer activities. Where resources are limited, college personnel on many campuses have recognized the importance of an appropriate balance in ethnic and gender composition of transfer center staff as one means of positively influencing underrepresented student transfer.

- Seventy-seven colleges reported sufficient staffing to meet the standard.
- Twelve colleges reported staffing specifically in support of underrepresented student transfer; at least three of these positions were full-time.
- Forty-eight colleges reported having programs designed to facilitate underrepresented student transfer.

Advisory Committee

A Transfer Advisory Committee provides a forum for the discussion and resolution of transfer and articulation issues and concerns. The ways in which advisory committees are structured and utilized vary greatly across campuses. For example, some colleges have established committees consisting of a broad representation of campus-based personnel, while others have joined with other colleges in their region to meet as a consortium and include intersegmental representatives. Most of the regional and campus-based committees meet at least once a semester during the academic year, and some as often as once a month. An advisory committee can be instrumental in setting the expectations and outcomes for transfer activity locally and intersegmentally.

- Sixty-seven of the reporting colleges have an established advisory committee in place.

Evaluation and Reporting

Evaluation and reporting include both internal and external assessments of the strengths and weaknesses of a college's transfer efforts. Of particular importance here is the college's ability to assess and evaluate its own internal processes and procedures for improving student preparation for transfer and actual transfer to the universities. Some aspects of this evaluation may overlap other research efforts on campus, such as access and retention studies. Others may be transfer-specific, for example, an assessment of student performance in particular majors or disciplines and their subsequent success at the university; or the college's ability to improve the preparation and transfer of underrepresented students such that their numbers are at least at parity with local and/or campus demographics. Ongoing evaluation efforts provide a continuous feedback loop to the college and transfer center that ensures optimal functioning of the center and related activities. Established assessment and evaluation efforts, integrated into the fabric of the college, may also help colleges respond quickly to outside scrutiny of transfer efforts.

- Forty-seven of the reporting colleges have an evaluation component in place designed to measure program effectiveness.

TRANSFER CENTERS: MINIMUM PROGRAM STANDARDS

This section presents an overview of the transfer function in the California Community Colleges.

Background

Minimum program standards for transfer centers were adopted by the Board of Governors in July of 1991. The standards were developed to delineate the principle elements of transfer centers, to help maintain the quality of the transfer function, and to assess its effectiveness. The program standards (1) establish transfer as a primary mission of community college districts, (2) direct districts to develop and adopt transfer center plans pursuant to their mission, (3) specify the transfer services to be provided to students, and (4) provide direction to the districts with regard to facilities, staffing, advisory committees, and evaluation and reporting. The text of the standards is set forth in Appendix D.

Senate Bill 121 (Hart) passed the Senate and Assembly and was signed by Governor Deukmejian in the fall of 1991. The bill established a strong transfer function that is the responsibility of the California Community Colleges, the University of California, and the California State University systems. The California Community Colleges remain committed to the maintenance of a strong transfer function and to the principles established in Senate Bill 121. As California's education community continues to struggle within a climate of declining resources, a weakened state economy, increasing student fees, and changing enrollment patterns, the community colleges strive to improve internal operations and to work cooperatively with the University of California and California State University systems to address the provisions of the bill.

Minimum program standards have now been in place for nearly four years. During this time the demand for providing transfer services has remained relatively constant while resources have dwindled significantly. In December of 1994 Chancellor Mertes requested that colleges review the minimum program standards and briefly report on the status of implementation and plans to further address the standards. The review will help the community colleges assess transfer efforts as we, in partnership with the universities, seek to identify new strategies that will sustain our commitment to transfer students while acknowledging the change in fiscal support for such efforts.

Upon review of the ninety-nine reports received it is evident that the community colleges continue to find creative solutions in their pursuit of the adoption and full implementation of the minimum standards. The evaluation found that, in terms of the minimum program standards, transfer centers have undergone a transformation in the way services are delivered. This paper is designed to summarize the findings of college reports and to provide information that can help colleges serve as a guideline for developing the components of an effective transfer plan. The recommendations are offered in the spirit of enhancing the transfer function and, more specifically, the process by which colleges' progress toward meeting the goals of SB 121 can be evaluated.

Transfer Center Purpose and Goals

The original purpose of establishing transfer centers was to strengthen the transfer function, and to increase the numbers of students who transfer to four-year institutions through the coordination of college transfer efforts, with an emphasis placed on targeting underrepresented students. Although successful in their own right, transfer centers are not a panacea for resolving all issues and concerns related to the transfer process. The transfer function is a responsibility of the institution as a whole, including campus administration, faculty, and student services programs, and requires the cooperation and active participation of the four-year segments. While transfer centers provide a focal point for transfer activities and efforts and serve a coordinative function, the transfer process should not become their exclusive domain.

Highlights of the Survey

Reports have been received from 101 of the 106 community colleges. Based on the reader's review of the Transfer Center Minimum Standards Surveys:

- On the average, colleges had implemented to some degree at least 11 of the 15 components evaluated.

- Sixty colleges (60 percent) have met at least 11 of the areas outlined in the standards.

- Thirty-nine colleges (39 percent) have met less than 11 of the areas outlined in the standards.

- The strongest areas, those which most colleges were able to implement, were the *Resource Library* and *Facilities* with ninety colleges (90 percent) meeting the standards.

- The weakest area was that of *Monitoring Student Progress* with twenty-five (25 percent) colleges meeting the standard.

Tabulated Responses
This table represents the number of colleges meeting the following standards.

Primary Mission	85	Transition Activities	80
UR Student Priority	87	4-Year Representatives	78
Transfer Plan	65	Resource Library	90
Identify UR Students	89	Facilities	90
Academic Planning	53	Staffing	77
Accurate Information	45	Advisory Committee	67
Monitor Progress	25	Evaluation	47
Referrals	74		

FINDINGS

This section presents findings as reported by the colleges regarding the implementation of each of the fifteen elements of Transfer Center Minimum Program Standards. For most elements we have highlighted successful implementation activities taking place in the colleges.

Recognize Transfer as a Primary Mission

The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income, and other students historically and currently underrepresented in the transfer process.
[Section 51027 (a)]

Findings

The majority of colleges (85 percent) indicated in their progress surveys that their districts recognize transfer as their primary mission . Even more (87 percent) maintain their commitment to the preparation and transfer of underrepresented students. As evidence of a commitment to transfer, many colleges reported the inclusion of transfer center information in the college catalog; however, in some of these cases, transfer is not necessarily part of the master planning process or explicit in their respective Board policies.

Successful Components

One of the more effective ways in which campuses recognize transfer as one of their primary missions includes the district recognition that the transfer function is an institutional obligation rather than the sole responsibility of the transfer center. These colleges tend to have a supportive organizational and administrative environment.

Additionally:

- There is a shared belief that transfer is a high priority college mission.
- In some cases there is shared responsibility of transfer and/or articulation programs between instruction and student services through shared fiscal responsibilities, staff, and program development.
- Some programs have been able to utilize resources more efficiently and minimize duplication of effort by recognizing the transfer function as a campus-wide function.
- Commitment to transfer and improving transfer education pervades college planning and budget decisions at all levels.
- Colleges explicitly state their commitment to the transfer of students in public forums such as district policy manuals, campus mission and philosophy statements, college catalogs, student handbooks, and transfer guides.

- Mission statements are clearly written to convey specific outcomes on behalf of students, and provide more than a description of services available.

- Chief Executive Officers make a public commitment to specific increases in the number of students who transfer. At one college, this commitment has been bolstered by the assignment of specific responsibility for transfer to an assistant dean.

In the development of institutional goals and outcomes, colleges continue to place an emphasis on increasing the number of students underrepresented in transfer to four-year institutions. Some of the goals mentioned in campus literature that move beyond specific transfer center goals and cut across other departments and services on campus include:

...colleges continue to place an emphasis on increasing the number of students underrepresented in transfer to four-year institutions.

Access:

- Increase the number of students, particularly underrepresented students, who claim transfer as a goal.

- Increase the number of students, particularly underrepresented students, who enter the community college prepared for transferable course work.

- Increase the number of students, particularly underrepresented students, who enroll at four-year institutions.

Curriculum:

- Increase student persistence rates in mathematics.

- Students will receive earlier and regular feedback on academic performance and progress in mathematics and will better understand the consequences of non-persistence.

- Academic Affairs and Student Affairs will work more closely in efforts to address the course needs of transfer students and to adjust offerings in response to new directions from the University of California (UC) and the California State University (CSU).

Intersegmental:

- Increase and improve relationships with private and out-of-state colleges.

- Foster stronger relationships with top UC and CSU transfer institutions.

Highlights

Recognizing the importance of the transfer function as an institutional obligation, a south bay area college gathered support from the academic council, the division chairs, and the faculty senate. Their efforts culminated in a presentation to the governing board, where a background statement supporting the adoption of Section 51027 of Title 5, Part VI of the *California Code of Regulations* was presented and recommended for Board adoption.

Develop and Adopt a Transfer Plan

Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards, as outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicants to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students. Plans shall be developed in consultation with four-year college and university personnel as available. [Section 51027 (b)]

Findings

According to the surveys, 65 percent of the colleges have a written transfer plan in place. A number of colleges have developed extensive processes of regular meetings and reviews of the details of the college transfer plan. Others, on the other hand, have done very little in implementing new or revised transfer practices since the pilot project phase of 1985-86 or since they submitted requests for funding in 1990-91. Few colleges made mention of establishing specific targets in their plans for increasing the number of community college applicants to the universities. Some colleges, however, did report making use of district and/or college-wide planning councils to develop the planning process and execution of their transfer plan. These plans became part of the institutional program review process.

Successful Components

Some of the strategies mentioned in the preparation of a transfer plan include long-range and campus-wide planning that establishes specific student outcomes and institutional measures of success. The ensuing transfer plan, developed and supported by administrative and teaching faculty and staff, delineates how the college will carry out the activities in support of a *campus-wide* transfer function. In the development of their initial plans, some colleges referenced the *Northern Regional Transfer Project* (1990-91), recommendations from *An Evaluation of the Transfer Center Pilot Program* (Berman, Weiler Associates, 1989), and the Chancellor's Office *Transfer: A Plan for the Future*, in addition to the transfer center minimum program standards.

The ensuing transfer plan, developed and supported by faculty and staff, delineates how the college will carry out the activities in support of a *campus-wide* transfer function.

Colleges should make a commitment to transfer effectiveness by establishing formal, written transfer goals in their transfer plan, and by creating an institutional information system that will generate the data necessary to assess the progress toward these goals, according to readily understandable definitions.

Colleges with comprehensive plans in place are better able to consistently and readily provide: semester progress reports in response to their stated goals and objectives, annual program reviews, campus-wide distribution of transfer statistics, and Board presentations on the subject of transfer planning activities. The realization of established transfer goals can be a catalyst for furthering and strengthening transfer efforts on a community college campus.

Highlights

Each year a bay area college reviews, updates, and adopts specific goals and objectives in support of minimum program standards which serve as the basis for the campus transfer center plan. Responsibility for carrying out the wider breadth of transfer activities cuts across organizational lines and includes instruction, student services, and district information technology services staff in the areas of: 1) student preparation and outreach; 2) identification, retention, and preparation for transfer; and 3) articulation, student tracking, data collection, evaluation, and research.

A central coast college operates under the direction of a comprehensive five-year transfer effectiveness plan, a college-wide plan developed by a team of faculty and administrators. The plan consists of college-wide issues effecting transfer such as: 1) access; 2) curriculum; 3) intersegmental considerations; 4) intra-institutional considerations; and 5) research and evaluation.

Identify and Serve Target Populations

Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, *with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income, and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty.* [Section 51027 (1)(A)]

Findings

The majority of colleges (89 percent) reported at least some level of ability to provide target populations with the support services essential for transfer. However, most do not include a procedure to aggressively identify students needing specialized support services and instead rely on a student's ability to self-identify and request specific services. Some colleges reported that, in an effort to avoid duplication of services and maximize resources, transfer center staff are working cooperatively with other special programs to identify underrepresented students (e.g., EOPS, DSPS, Puente, MESA, athletic programs). For those colleges reporting they could identify students through their MIS programs, the extent to which these data are used for focused advising or the provision of services varied significantly.

Successful Components

Some colleges have the staffing and resources to provide structured programs specifically designed to target and assist underrepresented students. These programs may be found under the aucpices of the transfer center or some other division on the campus. A list of such programs can be found in Appendix B. These structured programs provide an opportunity for students to join a program, which is believed to secure a greater sense of personal commitment to transfer.

Most colleges make use of existing student demographic information that is collected via the college application to identify target populations for transfer services. Computerized databases provide data on students by goal selection or other student characteristics, such as major, ethnicity, sex, grade point average, units completed, etc. Mailing labels are then produced and services are targeted to specific populations.

In addition to computerized access to student names, transfer center staff work cooperatively with local high school outreach programs, college faculty, counselors, and staff to identify and refer students from target populations to transfer support services—either through the transfer center or some other activity.

Some of the ways colleges provide these transfer support services include:

- workshops and counseling provided by EOP representatives from UC and CSU;

- presentations made to Puente, MESA, EOPS, and other programs, classes or organizations with high enrollments of underrepresented students;
- algebra courses extended over two semesters;
- multicultural curriculum projects; and
- courses developed with a transfer advising component for which target populations are heavily recruited.

Several colleges cite the use of a developmental structure or "inventory" of transfer-related activities, which guides students through the transfer process. This inventory of activities leads the student through a series of steps necessary to transfer, and enables a student to understand his or her position relative to transfer requirements. While demystifying the transfer process, the inventory also serves to more actively involve students in the achievement of their transfer goals by placing responsibility on them to complete transfer-related activities. As such, students are encouraged to be self-directed and informed and come to view transfer as a viable and attainable goal.

Target populations are also kept informed, through direct mail and phone contact, of culture-specific events such as the Latina Leadership Conference and Society for Advancement of Chicano and Native Americans in Science; major-specific activities at the university; and university-specific events, such as advising sessions and campus tours. Consistent and continuous outreach appears to be a critical and necessary element in the provision of services to target populations.

Consistent and continuous outreach appears to be a critical and necessary element in the provision of services to target populations.

Highlights

A transfer center mentor program at a central coast college provides several opportunities that match underrepresented students with faculty and staff. The students, identified via course enrollment as well as ethnicity, and their mentors are provided an orientation, a social activity, and academic planning and follow-up through ongoing counseling beyond admission to the four-year university.

Through a strong networking relationship with faculty, counselors, matriculation, EOPS, DSPS, and athletics, a north-eastern college is able to provide transfer services to a greater number of students, identified as target populations, who indicate transfer as a goal.

Provide Students with Academic Planning

Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty and with four-year college and university personnel as available. [Section 51027 (1)(B)]

Findings

The availability of transfer-specific academic planning remains a challenge for the colleges, with 53 percent of the colleges reporting their ability in this area. While counseling staff continue to play a critical role in transfer advising, many colleges cite their first-semester matriculation advising component as a sufficient means for providing a process for students to develop a student educational plan (SEP). It was found that unless students are participating in specific categorical programs or services (e.g., DSPS, EOPS), they may not receive regular, systematic academic planning beyond the first semester SEP. Some colleges, however, do provide CSU/IGETC outlines on educational planning forms, thereby infusing transfer discussion into every advising session requested by a student.

In the area of articulation, colleges cite extensive articulation with their primary feeder institutions. Transfer center directors also reported that they are increasingly being called upon to assume the duties of articulation officer (as well as other responsibilities). In spite of reduced staff in this area, both within our system and at the univerisities, colleges remain committed to keeping articulation current and available to students. Some colleges emphasized the availability of transfer level courses as a primary concern in their curriculum development and scheduling.

Transfer Center Directors are increasingly being called upon to assume the duties of articulation officer (as well as other responsibilities).

Successful Components

The dynamics of university admission requirements, course and program changes, increasing educational costs, and competition amid the private sector increasingly demand effective and efficient academic planning at all levels. Key to this academic planning process is extensive articulation agreements. These serve as the foundation for student transfer, and when complete, up-to-date, and clearly understood by students and counselors, enhance transfer progress.

Academic advising is provided through a variety of means, including: Transfer Admission Agreements, drop-in transcript evaluations provided by the articulation officer or university representatives, group educational planning sessions, Project ASSIST or other electronic degree audit systems and transfer planning courses which integrate a counseling advising session into the course activities. Campuses committed to ensuring academic planning beyond the first semester educational plan may provide batch transcript or progress check analyses and then call students in for discussion of their program planning and goal attainment strategies.

Efforts should be made to avoid having the transfer center become the sole source of transfer advising and academic planning on the campus. The transfer center may become a separate and isloated entity due to its specialized services. Counseling and teaching faculty provide complementary advising to students; this partnership should be stressed as an enhancement to the student's educational planning process. By inviting teaching faculty to do advising in the transfer center they are given a larger role in the transfer process and can help promote a supportive campus environment for transfer.

Highlights

Recognizing that it is not uncommon for students entering college to be unsure about their academic or career goals, staff at a southern California college have developed advising plans which encourage transfer planning. Students are given the opportunity to see how associate degree requirements interface with various transfer patterns by having their coursework evaluated against one of four advising plans. The *General Studies Plan* and the *Occupational Advising Plan* are grouped to reflect the course offerings to be found on the CSU breadth requirements. The *Academic Advising Transfer Plan for CSU* and the *Academic Advising Transfer Plan for IGETC* are obviously transfer-oriented. Even for the student who is initially uncertain about transferring, the patterns are designed to show the overlap between their immediate goal and that of transfer. The options systematically link the viability of transfer to a student's educational objective.

Students at a Los Angeles area college have access to on-the-spot electronic education plans during counseling sessions and through student access terminals in the transfer center.

Provide Students with Accurate and Current Information

Ensure that students receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services. [Section 51027 (1)(C)]

Findings

With regard to this component, 45 percent of the colleges reported providing the level and kinds of information they felt met this standard. The remaining colleges, while not able to provide their preferred level of service, included the provision of up-to-date articulation as sufficient to meet this standard. And while much work is being done to ensure current articulation, colleges recognize the need to improve information delivery, both on their part, and on the part of the universities.

And while much work is being done to ensure current articulation, colleges recognize the need to improve information delivery, both on their part, and on the part of the universities.

Successful Components

Given the dynamic nature of transfer requirements, selection criteria, and existing practices, students must be assured accurate and up-to-date information on a continual basis. Alerting them to changes and permitting them to adapt to this mutable environment is essential to their making informed decisions.

Effective practices include the provision of accurate and timely information to faculty, administration, staff. students, and the community through:

- posters, flyers, handouts on bulletin boards or in catalogs;
- monthly transfer activity calendars;
- newsletters, campus newspapers;
- university bulletins/updates/notices;
- walk-up tables/information booths;
- workshops, seminars, transfer courses;
- updated articulation with student access to document files or binders;
- catalog revisions;
- computerized/audio/video, catalog, application and resource library;
- classroom and club presentations;
- college representative visits;
- campus tours and field trips;
- transfer fairs;
- phone contact;
- targeted mailings;
- aggressive student follow-up;
- faculty orientations;
- faculty committee assignments;

- counselor/advisor in-services/training;
- department/division/regional meetings;
- conference and workshop attendance; and
- inter- and intra-campus meetings.

Highlights

A college in southern California has developed a *Transfer Planning Guide* designed to help students plan their transfer program. The comprehensive booklet provides information regarding transfer admissions and general education patterns. Through this guide, published annually, students are also kept apprised of fees and tuition, IGETC and CSU Breadth requirements, filing periods for college applications, scholarships and financial aid. It serves as an excellent self-service tool, though it is certainly not intended as a substitute for academic advisement.

Monitor Student Progress to Time of Transfer

Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.
[Section 51027 (1)(D)]

Findings

Few colleges (25 percent) reported their ability to monitor the progress of transfer students. Several colleges cited limited staff resources and limited data processing support as the major barriers to the implementation of this component. While many colleges are able to *identify* all potential transfer students through application data files, most monitoring activities are limited to selected groups of students including those on probation or disqualified, receiving financial aid, undecided or participating in special outreach or categorical programs (e.g., MESA, Puente, DSPS, EOPS). It appears that unless a student is in a counseling appointment *and* has access to previously developed academic plans, monitoring to goal completion for transfer students remains a challenge for the majority of campuses.

While this standard concerns monitoring community college students' progress to the "point of transfer," it is worth noting that some colleges cite the lack of intersegmental *enrollment* data as the greatest hindrance to student tracking.

Successful Components

Some of the ways in which colleges have been able to monitor transfer student progress is through the development of computerized databases, monitoring daily student use of transfer center resources and services, and by developing mechanisms to determine transfer eligibility. Using data from their own institutions, transfer progress is monitored in relationship to a student's stated educational goal, cumulative G.P.A., number of transferable units completed, and noting completed courses which meet IGETC and CSU General Education requirements.

Other activities include: batch Student Educational Plan evaluations; *Talent Roster* nominations selected by G.P.A and units completed; Project ASSIST progress checks for target populations with 30 units or more and/or all visitors to the transfer center; and targeted mailings to (1) students on probation who indicated a goal of transfer, (2) undecided students, and (3) those who do not have a Student Educational Plan on file.

Once eligibility for transfer is determined, monitoring continues from the point of university application, to financial aid, to housing, and finally, to enrollment.

Highlights

A collaborative effort between a central valley college and the University of California tracks students from their senior year in high school through their enrollment at the community college and transfer to the University of California. Project participants have three counseling sessions each semester. The first is for the development of an SEP, referral to support systems, and a review of current classes; the second is a mid-year evaluation of course progress and educational plan updates; the third concentrates on career counseling.

Refer Students to Support Services

Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, and counseling, and other instructional and student services on campus as appropriate. [Section 51027 (1)(E)]

Findings

Most colleges (74 percent) have a campus-wide student referral system in place. Many, however, do not track student use of services (e.g., tutoring, financial aid, assessment) once a referral has been made. Some campuses have addressed this concern by formulating procedures which inform the sender of a student that services were rendered. As the issue of transfer readiness becomes increasingly more important in transfer discussions, the availability and use of support services will bear significantly on the number of students prepared for a university transfer.

Successful Components

Recognizing the importance of auxiliary services to the transfer function and the progress of potential and actual transfer students, colleges have developed referral forms and processes which work to facilitate the coordination of support services for transfer students. Transfer center staff work diligently to ensure that other campus resources are being utilized and that student needs are being met. Referrals are made to EOPS, DSPS, counseling, Financial Aid, student activities, academic advisors, specialized academic support groups, learning resource centers, career planning services, student clubs, high schools, university outreach offices, and community agencies.

Transition Activities

Assist students in the transition process, including the timely completion and submittal of necessary forms and applications. [Section 51027 (1F)]

Findings

Comprehensive transfer-specific support services are reported to be available at the majority of colleges (80 percent). Districts have recognized the importance of providing students with the necessary information and services needed to ensure transfer success.

While some campuses are able to provide little more than making applications available to students, others have developed a broad range of activities that encourage students to be knowledgeable of the university experience by providing campus tours and overnight visits. Organizing co-sponsored events with university representatives and university students providing first-hand information to potential transfer students, particularly during the summer session prior to enrollment at the university, has been found to be especially helpful in easing the transition to the university.

Successful Components

Some of the services which directly assist students in the transition process include:

- application and financial aid workshops;
- housing options available upon transfer;
- projected student budgets for university expenses;
- university tours scheduled around Preview Days;
- university student mentor programs;
- concurrent enrollment programs;
- university interns working in the transfer center;
- "on the spot" admissions evaluations;
- receptions honoring transfer students; and
- orientation programs targeting new admits to the university.

Highlights

A joint effort between a south bay community college district and the California State University gives students the experience, confidence, and support enabling them to attend a four-year university. One component of this program permits students to attend classes at the university while being enrolled at the community college campus. Through this experience, students are acquainted with the university staff who will supply personal support, care, and assurance when students begin taking classes once they transfer. Participants also re-ceive a customized Transfer Admission Agreement and opportunities to meet university student mentors who introduce community college students to univer-sity campus life and student activities.

University Representative Services Schedule

In cooperation with four-year college and university personnel as available, develop and implement a schedule of services for transfer students to be provided by four-year staff. [Section 51027 (1)(G)]

Findings

Most colleges (78 percent) maintain a schedule of visiting university representatives. Some smaller or more isolated colleges receive no visitations, while others receive 20 or more visitors a month. While the universities are also facing budget and staff reductions, continued efforts should be made to get university representatives to share in the responsibility of informing transfer students through a variety of ways—not just one-on-one appointments. One of the most successful strategies to encourage student transfer is individual contact with four-year representatives and a number of colleges expressed concern over the reduction in university outreach services.

. . .continued efforts should be made to get university representatives to share in the responsibility of informing transfer students through a variety of ways—not just one-on-one appointments.

Successful Components

Despite cuts in Relations with Schools, Outreach and Admissions resources and staff at the university, many colleges have developed successful collaborative relationships with their university partners. These partnerships have in some cases resulted in shared employee costs by both segments.

In addition to the transition services previously mentioned, collaboration can occur on the following activities:

- workshops;
- club and classroom presentations;
- receptions;
- telephone conference calls;
- "on the spot" admissions;
- transcript evaluations;
- concurrent enrollment programs;
- Transfer Admissions Agreements;
- tours of university campuses;
- Transfer Day/College Nights;
- counselor updates regarding policy and/or staff changes;
- status of student applications and enrollment; and
- denial intervention sessions.

Highlights

A unique transition service at a southern coastal college provides students who have completed English I with a grade of C or higher with the opportunity to apply for the Writing Proficiency Exam (WPE) at the local university. This allows the student to take the exam prior to transfer, thus meeting a university graduation requirement.

Resource Library

Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information. [Section 51027 (1)(H)]

Findings

Providing students access to transfer-related resources is a high priority for the majority of colleges. In an effort to counter staff reductions and subsequent advising opportunities, the consolidation of student service programs, and a decrease in university contacts, 90 percent of the colleges report ongoing maintenance of a resource library and updated transfer-related resources for students.

Successful Components

Designed to serve as the hub for campus transfer activity, the transfer center is a resource for college staff, faculty and students alike. Materials should be made available which support student research in the areas of major selection, school choice, and preparation for transition to the university. Staff and faculty will also make use of these resources in their advising of students, in gathering transfer-related institutional research, and in the development of transfer curriculum.

Transfer centers typically house:

- collections of college catalogs;
- recruitment publications, financial aid materials;
- admission applications;
- fee waivers;
- videos;
- housing brochures;
- scholarship and EOP applications; and
- articulation agreements.

Some colleges also have terminals for students to access various computerized resources such as Eureka, Project ASSIST, and other college search programs.

Highlights

In a comprehensive reference materials guide, students at a northern coastal college are provided a directory of resources on the topic of transfer. The topics are organized by reference books, college and university catalogs, videos, microfiche, and Macintosh software. Recognizing the multiplicity of transfer-related issues, materials are available for general reference, financial aid and scholarships, exam preparation, college majors, international and graduate programs, admissions applications, and location maps.

Facilities

Each district governing board shall designate a particular location on campus which is readily identifiable and accessible to students, faculty and staff as the focal point of transfer functions. [Section 51027 (2)]

Findings

Ninety colleges report having space specifically designated for the provision of transfer services. However, the size, location, and composition vary greatly across campuses. It was found that many colleges are combining career services with transfer services into one service area on the campus. Some campuses have little more than a corner of a library or larger facility, others have large dedicated space with separate offices for counselors or university representative appointments and students work stations.

Successful Components

A transfer center is a specific location on campus that is readily accessible and identifiable to students, faculty, and staff, and serves as the focal point of transfer functions. While ideally the standard calls for a designated and separate space for the transfer center, many campuses have effective decentralized programs.

Recognizing the need on many campuses to consolidate services and personnel, some of the most critical features colleges should try to maintain include a clearly identifiable location with room for a resource library, and adequate work space for students and staff.

The use of technology is increasingly being integrated into the student services domain— and the transfer center is no exception. The availability of technology permits students access to information not only where it is needed but *when* it is needed. When students can have up-to-date information immediately, student autonomy is enhanced and decision making becomes more informed and better planned. Used effectively, technology can increase the efficiency and effectiveness of services provided to students.

Some of the areas in which consideration should be given to the development of transfer center services using technology include:

- telephone application services;
- multimedia orientation;
- electronic transcript; and
- electronically stored articulation information.

As transfer services receive increased attention, and as campuses work to keep up with the demand of a growing student population, an emphasis should be placed on a consumer friendly environment and one which makes optimal use of information technology.

Staffing

Each district governing board shall ensure that college staff are assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. Clerical support for the transfer center shall also be provided. [Section 51027 (3)]

Findings

Of the reporting colleges, seventy-seven percent reported sufficient staffing to meet the standard; that is, they have identified a full- or part-time coordinator or director and classified clerical assistance ranging from student workers to professional secretary status. Thirty-seven colleges have full-time coordinators with primary responsibility for planning and implementing transfer center activities. Forty-four colleges reported having coordinators working less than full-time, at least one with as little as three hours a week assigned to the transfer center. A few colleges reported having counseling administrators as the primary transfer center contact with rotating counselor assignments in the center.

> **It was also found that many coordinators have additional assignments beyond directing their centers, including matriculation, high school outreach, articulation, and career center activities.**

It was also found that many coordinators have additional assignments beyond directing their centers, including matriculation, high school outreach, articulation, and career center activities. As such, few are able to devote time to many of the activities they feel are important, including the identification of potential transfer students and the provision of outreach activities in support of underrepresented student transfer.

Successful Components

Top level administrative support has helped some campuses maintain staff in support of what they view as a primary mission of the community colleges.

Some colleges have recognized the complexity and interdependent nature of the transfer function throughout their campuses and have remained committed to retaining a coordinator or director whose role is clearly defined and whose function is to:

- assume lead responsibility for activities related to identifying potential transfer students;
- develop programs and strategies designed to improve the transfer of students, particularly underrepresented students;
- work to increase faculty involvement and improve cooperation between student services and academic affairs; and
- serve as the liaison between the college and university staff in transfer procedure and policy.

Advisory Committee

An advisory committee shall be designated to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available. [Section 51027 (4)]

Findings

Sixty-seven percent of the reporting colleges have an established advisory committee. Colleges reporting committee composition demonstrated a broad and representative membership. Effective use of advisory committees varied, with some colleges using their committees for program development and operations, transfer plan development and implementation, and planning services for underrepresented students. Others committees met very infrequently.

Successful Components

What is the composition of the committee? Colleges included the following in their advisory committee membership: transfer center director; UC representative; CSU representative; Mesa advisor; community college regional representative; top-level administrator; academic advisor; student services personnel; classified representatives; students; high school representative; Academic Senate president; Instructional Dean; Vice President; and Chief Student Services Officer.

When do they meet? Advisory committees meet once a month to once a semester or annually.

What do they do? An advisory committee can be instrumental in:

- advising in the development and maintenance of the transfer center;
- addressing institutional commitment to transfer;
- strengthening the relationship between teaching, counseling, and transfer;
- promoting intersegmental cooperation;
- fostering collaboration among faculty between institutions;
- facilitating the transfer of high school students to the university via the community college;
- coordinating transfer-related publicity and marketing efforts;
- constructing evaluation plans;
- responding to program/student surveys;
- addressing state-wide policy issues and intersegmental discussions related to transfer; and
- assuming an advocacy role in support of transfer center operations, facilities, staffing, etc.

Evaluate Transfer Efforts

Each district governing board shall include in its Transfer Center Plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its Transfer Center Plan. [Section 51027 (5)]

Findings

Forty-seven percent of the reporting colleges have an evaluation component in place designed to measure program effectiveness. Such measures include student retention and persistence in transfer courses, target course completion (e.g., transfer level English or math), longitudinal studies using transfer rates, and participation in state and national research projects.

Most of the remaining colleges reported student use of the transfer center as a measure of effectiveness. Some colleges had conducted some research, but did not have a systematized process in place or had not conducted formal research activities on a regular basis. Some colleges felt the need for assistance and guidance from the Chancellor's Office to define "transfer student," transfer rate, and transfer readiness.

Some of the barriers to effective evaluation include limited staff resources and limited access to the campus management information system. Colleges are, however, cognizant of the need for effective research and some are developing plans to begin to conduct research activities. It is evident that evaluation must go beyond a measure of how many students use the transfer center, and satisfaction surveys.

Successful Components

Ideally, ongoing evaluation of transfer efforts are an integral part of transfer center and campus operations. In addition to simply reporting increases or decreases in transfer numbers, data should be used to provide feedback to the college on the effectiveness of their transfer services *and* curriculum. The community college role in transfer is primarily one of preparation, and colleges ought to be identifying ways in which student preparation for transfer can be improved. Questions that ought to be asked include:

...data should be used to provide feedback to the college on the effectiveness of their transfer services *and* curriculum.

- How many students who declare transfer as a goal actually transfer successfully? What role does the community college play toward this end, and what role does the university play?
- Are the college's transfer students representative of the community college population at large? If not, what can be done to improve this?
- Does the college curriculum across disciplines adequately prepare students for their elected majors at the university?
- Who are the students who aren't enrolling in transfer "gate-keeping" courses such as English and math.

and what can be done to improve their participation?

Highlights

Institutional accountability and evaluation at a San Diego area college is addressed in the following manner.

- *Transfer Center Plan Evaluation*—Stated goals and objectives provide the basis for an evaluation of program achievements and effectiveness.
- *Transfer Student Database*—The college's performance is gauged, in part, using quantitative reports from the universities and the California Postsecondary Education Commission.
- *Transfer Student Survey*—By soliciting the input of those students who have already transferred, the college hopes to address services that have facilitated and/or hindered their transition to the university.
- *Mini-Reports*—This research takes place on a semester basis and furnishes information on the transfer student pool as the number of students:
  - declaring transfer as an educational goal;
  - enrolled in a university English or math course;
  - requesting university applications;
  - admitted to the university;
  - enrolling at the university;
  - admitted but not enrolling at the university.

A bay area community college district has prepared a series of outlook papers as part of their own internal institutional evaluation process. The transfer outlook report provides a status update on current activities and conditions connected to the transfer function. Preliminary recommendations are offered to stimulate creative planning so that the district can most effectively meet the transfer challenges that lie ahead. Some of these recommendations address the following areas: intersegmental cooperation, three-year degrees, 2+2+2 programs, increased use of technology, articulation, transfer services, and equity and access. Through this process and subsequent discussions, the district demonstrates a commitment which focuses on creative ways to best meet the needs of its students.

Publications and Reports

A Plan for Implementing Transfer Centers: Recommended Program Guidelines (reprinted October 1990)

Transfer: A Plan for the Future (November 1991)

Transfer and Articulation Update: Senate Bill 121 (January 1994)

Transfer: Preparing for the Year 2000 (June 1994)

Handbook of California Articulation Policies and Procedures (CIAC, 1995)

For Further Information

For further information, please contact the California Community Colleges, Ms. Kathleen D. Nelson, Coordinator, Transfer and Articulation, at (916) 322-5617.

Victoria C. Noseworthy, Specialist, Transfer and Articulation, at (916) 323-0799.

APPENDICES

Appendix A Underrepresented Student Transfer Programs

Appendix B Transfer Center Minimum Program Standards: Status Report and Certification Sheet

Appendix C Title 5 Regulations

APPENDIX A
UNDERREPRESENTED STUDENT TRANSFER PROGRAMS

The following is a list of programs in support of underrepresented student transfer as reported by the colleges.

Allan Hancock College	Transfer Mentor Program
Bakersfield College	MESA, Project SMART
Butte Community College	MESA/MEP, Maestros,TRUST Program
Cabrillo College	Puente, MESA, Migrant Education
Cerro Coso Community College	PEEP, Transfer Support Group
Chabot College	Puente, Daraja
Chaffey College	Project Second Chance
Citrus College	Si se puede Program
Cosumnes River College	Project 100
Cuesta College	Transfer Achievement Program (TAP)
Cuyamaca College	Puente, Project Exito
El Camino College	Puente, Project Success
Fresno City College	Puente, IDILE, R.O.U.T.E. Program
Golden West College	Puente
Grossmont College	Puente
Irvine Valley College	Making Transfer Easy (MTE)
Kings River Community College	Transfer Achievement Program (TAP)
Lake Tahoe Community College	Multicultural Affairs Office
Laney College	Puente, MESA, PEERS, STAR
Long Beach City College	Puente, STAR
Los Angeles Harbor College	Si se puede Program
Los Angeles Valley College	Puente, Transfer Alliance Program (TAP)
Los Medanos College	Early Connection
Mendocino College	MESA, Native American Outreach Program
Merced College	Student Transfer Enrichment Program (STEP), Transfer Opportunity Program (TOP)

Moorpark College	Mentor Program
Ohlone College	Transfer Incentive Program (TIP)
Orange Coast College	Transfer Opportunities Program (TOP)
Palomar College	Partners in Education, Minority Future Teachers Corp
Pasadena City College	Puente
Rancho Santiago College	Summer Scholars Transfer Institute (SSTI)
Riverside Community College	Puente
Sacramento City College	Capitol Links Program, Project 100
Saddleback College	Ganas Project, Faculty Mentoring Project
San Bernerdino Valley College	Puente
San Diego City College	Puente, TRIO/ASPIRE
San Diego Mesa College	Puente, Mesa Academy for African Americans
San Francisco, City College of	Puente, Latino Service Center, African American Achievement Program
San Jose City College	Umoja, Project Advance, Adelante, Transfer Achievement Program (TAP), Mentoring Program, Gateway
San Mateo, College of	University Transfer Project (UTP)
Santa Barbara City College	Transfer Achievement Program (TAP)
Santa Monica College	Black Collegians, Latino Center
Santa Rosa Junior College	Puente, Transfer Advocate Mentor Program
Sequoias, College of the	MESA, Migrant Education Teacher's Program (METP)
Siskiyous, College of the	Project TEAM, Transfer Education and Mentor Program
Skyline College	Puente, African American Achievement Program, ASTEP, Si se puede, Pilipino Mentor Program, TRIO
Solano Community College	Puente, MESA, SEAT, SUCCESS
Ventura College	Multicultural Information Center

Transfer Centers: Minimum Program Standards. Please *briefly* report the status of your activities in each of the following areas. In describing your activities please include procedures/policies that have been adopted/implemented in response to these items. (*Your comments do not have to be limited to the prompting questions).*

51027. Transfer Centers: Minimum Program Standards.

(a) Community College district recognition of transfer as one of its primary missions. *Included in campus publications / SIDS / department goals / as part of college planning activities?*

Priority emphasis placed on the preparation and transfer of underrepresented student. *Time / effort devoted to identification / outreach to underrepresented students? Position established to coordinate underrepresented transfer activities? Curriculum development, special services / activities?*

(b) Development and adoption of a campus transfer plan. *How often reviewed / updated? Progress reports? Who's involved in planning?*

1. **Required Services**
   - A. Activities for Target Populations
   - B. Academic Planning/Articulation
   - C. Provision of Accurate/Up-to-date Information
   - D. Monitor Student Progress
   - E. Cross-referrals
   - F. Transition Activities

G. Four-year Staff Provision of Services Schedule

H. Resource Library

2. Facilities

3. Staffing

How many positions, certificated or classified, full- or part-time, does individual have additional non-related transfer center responsibilities, is the position dedicated to underrepresented transfer efforts?

4. Advisory Committee

Composition, purpose, activities, how often convened, accomplishments?

5. Evaluation and Reporting

Chancellor's Office
California Community Colleges

Transfer Center Minimum Program Standards Survey

Certification Sheet

1994-95

College:____

District/College Certification Signatures

I certify that the college has complied with the minimum program standards for transfer centers as outlined in Section 51027, Title 5, Part VI of the *California Code of Regulations*. I further certify that the information in the attached program review survey is correct.

Transfer Center Director *(please print)*	Signature Date
Transfer Center Administrator *(please print)*	Signature Date
Academic Senate President *(please print)*	Signature Date
Superintendent/President *(please print)*	Signature Date

Section 51027 as read in Title 5, Part VI of the California Code of Regulations:

(a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

(b) Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards, as outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicants to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students. Plans shall be developed in consultation with four-year college and university personnel as available.

Plan components shall include, but not be limited to: services to be provided to student; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

(A) Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income and other underrepresented students These activities shall be developed and implemented in cooperation with student services departments and with faculty.

(B) Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty and with four-year college and university personnel as available.

(C) Ensure that students receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services.

(D) Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.

(E) Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, and counseling, and other instructional and student services on campus as appropriate.

(F) Assist students in the transition process, including the timely completion and submittal of necessary forms and applications.

(G) In cooperation with four-year college and university personnel as available, develop and implement a schedule of services for transfer students to be provided by four-year staff.

(H) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information.

(2) Facilities. Each district governing board shall designate a particular location on campus which is readily identifiable and accessible to students, faculty and staff as the focal point of transfer functions.

(3) Staffing. Each district governing board shall ensure that college staff are assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. Clerical support for the transfer center shall also be provided.

(4) Advisory Committee. An advisory committee shall be designated to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available.

(5) Evaluation and Reporting. Each district governing board shall include in its Transfer Center Plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its Transfer Center Plan.

Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

THE CALIFORNIA STATE UNIVERSITY

THE CALIFORNIA STATE UNIVERSITY

CSU REVIEW

California State University's Continuing Commitment to Transfer

CSU has a long tradition of according highest admission priority to qualified upper-division community college transfer students in compliance with the California Master Plan and Education Code that require CSU and UC to maintain an undergraduate student population composed of a ratio of upper-division to lower-division students of 60:40 percent. The chart on page 2 demonstrates that even when the state's fiscal resources declined, CSU maintained its commitment to accommodate all qualified upper-division California Community College transfer students.

Between 1989-90 and 1992-93, first-time freshman enrollment dropped about one-third from approximately 31,700 to 22,500 students. During this same period, lower-division community college transfer students were accorded lowest priority to ensure space for qualified upper-division community college transfer students. Lower-division transfer students have low priority for admission since these students can maintain progress toward their degree objective through continued enrollment at community colleges.

continued on page 2

A Newsletter for Counselors

Published by the
California State University
Office of the Chancellor
400 Golden Shore, Long Beach, CA 90802
olume 18 • Number 1, February 1997

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GE Requirements • Multi-Campus Center • IGETC Update

The California State University

Humboldt State University
California State University, Chico
Sonoma State University
California Maritime Academy
California State University, Sacramento
San Francisco State University
California State University, Hayward
San Jose State University
California State University, Stanislaus
California State University, Monterey Bay
California State University, Fresno
California Polytechnic State University, San Luis Obispo
California State University, Bakersfield
California State University, Channel Islands
California State University, Northridge
California State University, Los Angeles
California State University, Dominguez Hills
California State Polytechnic University, Pomona
California State University, San Bernardino
California State University, Fullerton
California State University, Long Beach
Chancellor's Office
California State University, San Marcos
San Diego State University

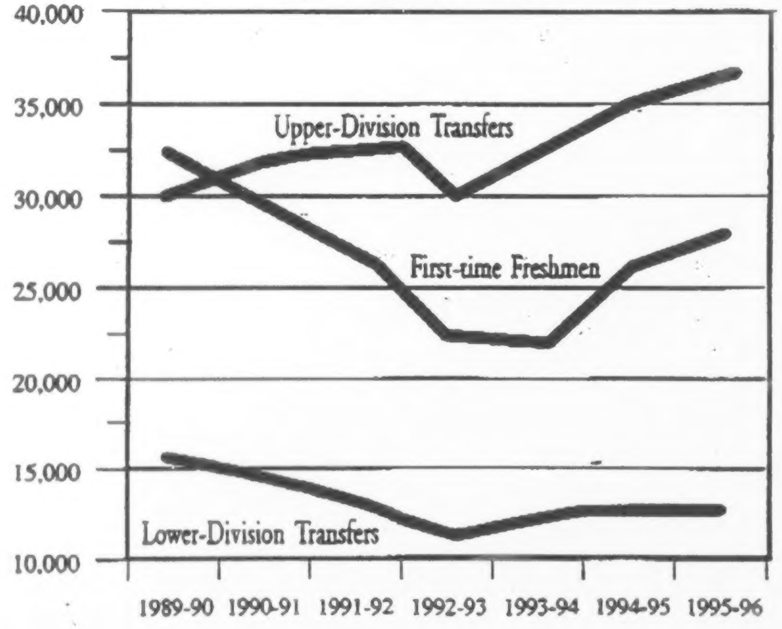
continued from page 1

The slight drop in the number of qualified upper-division transfer students between 1991-92 and 1992-93 should not be interpreted as a result of CSU turning away qualified students. During this period, all qualified upper-division community college students were admitted to CSU; however, during this period, fewer qualified upper-division transfer students sought admission to CSU.

In anticipation of "Tidal Wave II" projected by CPEC and the Department of Finance, CSU has a number of initiatives under way:

- Adding capacity to CSU San Marcos as resources permit;
- Continuing to develop CSU Monterey Bay;
- Planning CSU Channel Islands in Ventura County;
- Four CSU campuses, under the leadership of CSU Stanislaus, are working with the University of the Pacific and San Joaquin Delta Community College to expand postsecondary education opportunities offered at the Stockton Developmental Center; and
- Providing leadership for development of a California virtual university.

California Community College Transfers and California First-Time Freshmen
College Year 1989-90 to 1995-96



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General Education Requirements for Upper-Division Transfer Students

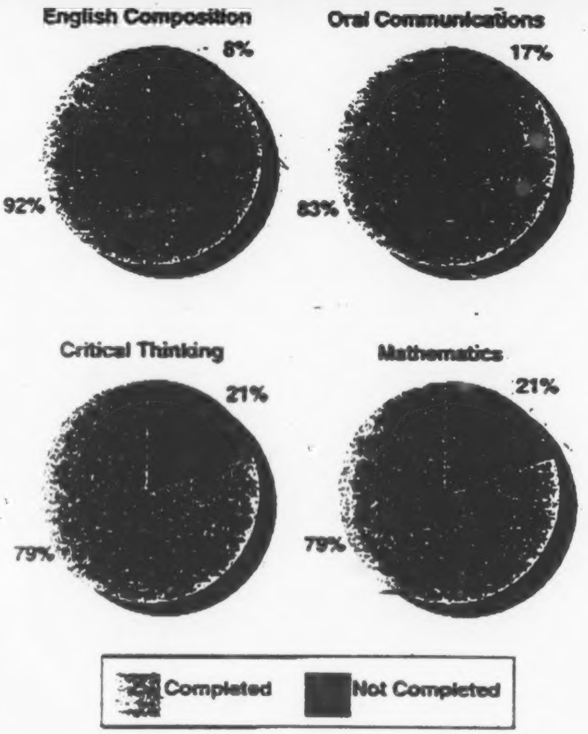
Since 1988, California State University freshmen have been required to complete a 15-unit high school college preparatory course pattern to qualify for admission. At that time, the admission standard for upper-division transfer students who do not meet first-time freshman admission requirements was expanded to include *not only* a grade point average of 2.0 (C) or better in 56 or more transferable semester units (84 quarter units) *but also* completion, with a grade of C or better in each course, a minimum of 30 semester (45 quarter) units selected from CSU's General Education-Breadth or Intersegmental General Education Transfer Curriculum requirements, including the completion of the CSU General Education-Breadth requirements in English language and mathematics.

During the CSU Board of Trustees' review of remedial education in 1995, the Board became aware of inconsistencies in CSU campus implementation of the General Education requirements for upper-division transfer students. In the Trustee policy adopted at the Board's January 24, 1996 meeting, the trustees directed campuses to come into compliance as soon as possible with existing CSU policy that permits the admission only of those junior and senior transfer students who are eligible to enter the CSU directly out of high school or who have completed GE-Breadth requirements in English language (at least 9 semester units) and mathematics (typically 3 semester units).

CSU campuses have taken different approaches to phasing in this requirement. Some CSU campuses have been enforcing this standard for several years, others are implementing it for fall 1997; but all CSU campuses will be requiring completion of these courses for upper-division transfer students seeking admission for fall 1998 and beyond. **A listing of CSU campuses and the implementation dates is printed on page 6.**

CSU has evaluated the extent to which fall 1996 upper-division transfer students have completed the General Education English language and math requirements. Based upon data on fall 1996 upper-division transfer students provided by CSU campuses, most upper-division transfer students entering CSU in fall 1996 completed all General Education-Breadth requirements in English language and mathematics prior to enrolling in the CSU. The pie chart below provides the percentages of upper-division transfer students who completed English composition (92%), oral communication (83%), critical thinking (79%), and mathematics (79%).

CSU Fall 1996 Upper-Division Transfers and Their Completion of the General Education English Language and Math Requirements Prior to Enrollment



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In anticipation of full implementation of the upper-division transfer admission policy, CSU representatives have consulted extensively with administrative representatives of community colleges, leaders of the California Community Colleges statewide academic senate, and the California Community College Chancellor's Office to determine a reasonable approach to increasing quickly the number of upper-division transfer students who have completed the General Education requirements in English language and mathematics. CSU campus representatives have conducted a series of meetings with their service area community college representatives to explore the steps needed to ensure that all upper-division transfer students applying for admission for fall 1998 are fully eligible for admission, i.e., have completed 9 semester units of English language and 3 semester units of math. On January 30, 1997, CSU representatives met with the Board of Directors of the Chief Executive Officers Organization of the California Community Colleges to discuss the necessity for upper-division transfer students to complete all of CSU's upper-division requirements. These discussions have yielded widespread support for CSU proceeding on the course of implementing its long-standing policy on all CSU campuses for upper-division students entering fall 1998.

CSU recognizes that some community college students may need a semester or two to take the prerequisite courses necessary to enroll in GE math. For students who can demonstrate that they have exhausted reasonable efforts to meet all CSU upper-division transfer admission requirements in English language and math, CSU campus presidents may consider admitting a student under special admission provisions based upon individual review of the student's circumstances.

Questions regarding the upper-division transfer requirements may be directed to Mr. Allison G. Jones, Senior Director, Access and Retention, Academic Affairs, Office of the Chancellor at (562) 985-2939 or at "allison_jones@calstate.edu".

For campus implementation dates see chart on page 6.

IGETC Update

IGETC Course Review:
The Intersegmental General Education Transfer Curriculum (IGETC) was established in 1991 to facilitate the transfer of California Community College students to CSU and UC campuses. The IGETC is a general education program that community college transfer students can use to fulfill lower-division general education courses after transferring to a 4-year college. Effective with the 1996-97 academic year 15,109 California Community College courses have been approved to satisfy IGETC requirements in English communication, mathematics, arts and humanities, social and behavioral sciences, and physical and biological sciences. All 106 California Community Colleges have qualified a comprehensive list of courses that students can use to satisfy IGETC requirements.

> *The IGETC was established in 1991 to facilitate the transfer of California Community College students to CSU and UC campuses.*

CSU and UC faculty are currently reviewing approximately 600 courses that have been submitted for addition to IGETC lists effective for 1997-98. Faculty expect to complete their review by mid-February, and notices of approved courses will begin being mailed in

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IGETC Study:
During the past few years, efforts have been expanded to qualify courses for IGETC, preparing and distributing informational materials, and advising students about IGETC. Approximately 6 years have elapsed since transfer students first had the opportunity to use IGETC to meet lower-division general education requirements at CSU and UC campuses. The Intersegmental Committee of the Academic Senates (ICAS) has established a subcommittee to plan a two-year review of IGETC implementation. The subcommittee, composed of faculty from CSU, UC, and CCC institutions, will address such issues as involvement in IGETC, patterns of student usage of IGETC, certification of IGETC, counselor and student awareness of IGETC, and institutionalization of IGETC. Although details of the ICAS review have not been completed, this intersegmental faculty review is a welcome approach which should yield valuable information.

During the past few years, efforts have been expanded to qualify courses for IGETC, preparing and distributing informational materials, and advising students about IGETC.

CERTIFICATION

For decades, the California State University has provided three forms of certification, delegating authority to the respective community colleges to certify courses applicable toward the CSU curriculum:

1. Courses that transfer for baccalaureate credit;
2. Courses that fulfill CSU general education requirements; and
3. Courses that fulfill the American History and Institutions requirement.

These certifications function as statewide articulation agreements because they ensure at all CSU campuses the same admission eligibility and acceptance of credit.

In addition, CSU fully participates in IGETC. Completion of this curriculum permits a student to transfer from a community college to a campus in either the CSU or UC without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G.E. requirements.

CSU has made a financial and programmatic commitment to Project ASSIST as the official repository of articulation agreements. CSU developed and fully supports fully CAN with monetary and personnel contributions. CAN recently extended participation to independent colleges and universities.

While disseminating articulation information requires constant vigilance and effort, CSU as a system and its 22 campuses have made considerable gains in providing articulation information at its Counselor Conferences, Counselor Institutes, and intersegmental conferences convened to discuss admission and transfer policies.

The success of CSU's commitment to transfer and dissemination of information to counselors and students has resulted in CSU consistently exceeding an upper to lower division ratio of 60:40. For years, CSU upper to lower division ratio has been closer to 70:30. CSU continues its commitment to affording the highest admission priority to upper division transfer students by enrolling two transfer student for every freshman. Year after year, CSU enrolls six to eight times more community college transfers than UC.

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ARTICULATION

Articulation refers to "course articulation." This is a process of developing a formal, written agreement that identifies courses or sequences of courses on a "sending" campus that are comparable to or acceptable in lieu of specific course requirements at a "receiving" campus. Course articulation is an agreement between two institutions that two courses are comparable in content, rigor, and student outcomes.

Successful completion of an articulated course assures the student and the faculty the following:

- that the student has taken the appropriate course;
- that the student received the necessary instruction and preparation; and
- that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institutions.

For example, a CSU course such as Calculus satisfies GE and major requirements. If that CSU course is articulated with a CCC, then the community college Calculus course can be used by transfer students to satisfy GE and major requirements when they transfer to a CSU campus. Articulated coursework completed by transfer students is treated the same as coursework taken by native CSU students.

This is the guarantee of articulation: students can make progress toward the degree prior to transfer without losing credit or having to repeat coursework.

THE UNIVERSITY OF CALIFORNIA

ATTACHMENT 4

FROM: Answers for Transfers, 1998-99 (University of California)

TRANSFER ADMISSION PROGRAMS

The UC campuses offer a variety of programs in support of transfer admission, particularly for community college students. Under some programs, students at certain community colleges are guaranteed admission to a UC campus if they meet specific requirements. Other programs provide extensive academic and admission support services to transfer applicants, but do not guarantee admission. Programs are described below by campus.

Berkeley

Cooperative Admissions Program (CAP)

The Cooperative Admissions Program (CAP) gives students the opportunity to combine lower division study at a community college with a guarantee of admission to Berkeley as a junior. The program is offered only to students who apply to Berkeley for freshman admission, are UC eligible (meet the minimum admission requirements for freshmen), but are not admitted as freshmen. Four colleges at Berkeley participate in CAP — Letters and Science, Environmental Design, Engineering, and Natural Resources — and each has specific requirements, which are described below.

CAP/Letters and Science

All UC eligible freshman applicants to the College of Letters and Science who are not admitted may gain admission to the College through CAP if they meet the following requirements while attending a participating community college (listed below). Students must complete a minimum of 60 transferable semester units — including the College's basic breadth requirements (foreign language, quantitative reasoning, and reading and composition) or the Intersegmental General Education Transfer Curriculum, and prerequisites in the major, if appropriate — and must earn a specified GPA. Students are not guaranteed admission to specific majors. Acceptance into a specific major takes place after enrollment and is subject to completion of departmental prerequisites and conditions.

Participating colleges: College of Alameda, Bakersfield College, Cabrillo College, Cañada College, Chabot College, Contra Costa College, DeAnza College, Diablo Valley College, Foothill College, Fresno City College, Gavilan College, Hartnell College, Laney College, Las Positas College, Los Medanos College, Marin Community College, Mendocino College, Merritt College, Mission College, Modesto Junior College, Monterey Peninsula College, Mount San Antonio College, Napa Valley College, Ohlone College, Orange Coast College, Sacramento City College, Saddleback College, San Diego City College, San Diego Mesa College, San Diego Miramar College, City College of San Francisco, San Joaquin Delta College, College of San Mateo, Santa Monica College, Santa Rosa Junior College, Skyline College, Solano College, and West Valley College.

Contact: Preadmission Advising, Office of Undergraduate Admission and Relations with Schools, 110 Sproul Hall # 5800, University of California, Berkeley, CA 94720-5800; (51) 642-3175.

CAP/Environmental Design

The faculty of the College of Environmental Design select the freshman applicants who are offered the CAP option. Students must complete a minimum of 60 transferable semester units with a GPA of at least 3.0. Courses completed must include all prerequisites for the intended major.

Participating colleges: Chabot College, Cosumnes River College, Diablo Valley College, Modesto Junior College, Mount San Antonio College, Orange Coast College, Pasadena City College, City College of San Francisco, College of San Mateo, and West Valley College.

Contact: Preadmission Advising, Office of Undergraduate Admission and Relations with Schools, 110 Sproul Hall # 5800, University of California, Berkeley, CA 94720-5800; (51) 642-3175.

CAP/Engineering

The College selects the freshman applicants offered the CAP option. Students must complete a minimum of 60 transferable semester units, including lower division prerequisites, and a GPA in transferable courses of at least 3.5.

Participating colleges: Chabot College, Contra Costa College, DeAnza College, Diablo Valley College, Evergreen Valley College, Foothill College, Fresno City College, Laney College, Marin Community College, Merritt College, Mission College, Modesto College, Ohlone College, Sacramento

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City College, City College of San Francisco, San Joaquin Delta College, College of San Mateo, Santa Rosa Junior College, and Solano College.

Contact: Preadmission Advising, Office of Undergraduate Admission and Relations with Schools, 110 Sproul Hall # 5800, University of California, Berkeley, CA 94720-5800; (51) 642-3175.

CAP/Natural Resources

All UC eligible freshman applicants to the College of Natural Resources who are not admitted are offered the CAP option. Students will be required to complete a minimum of 60 transferable semester units and earn a GPA of at least 3.0.

Participating colleges: DeAnza College, Diablo Valley College, Laney College, Marin Community College, City College of San Francisco, College of San Mateo, and Santa Rosa Junior College.

Contact: Preadmission Advising, Office of Undergraduate Admission and Relations with Schools, 110 Sproul Hall # 5800, University of California, Berkeley, CA 94720-5800; (51) 642-3175.

Community College Transfer Center Program

The Community College Transfer Center Program provides a variety of services to facilitate the transfer process for community college students, particularly underrepresented students. Advisors provide information about admission, application, financial aid, and housing policies and procedures, and assist and advocate for students throughout the application process.

The program offers individual academic counseling and group advising for students and in-service training for community college counselors.

Contact: Keith Schoon, Community College Transfer Center, 2150 Kittredge Steet # 1060, University of California, Berkeley, CA 94720-1060; (510) 643-7159.

Davis

Transfer Opportunity Program

The Transfer Opportunity Program (TOP) encourages community college students to transfer to UC Davis and provides support services to ease their transition. The cornerstone of the program is the TOP transfer advisor who regularly visits each participating community college to work with counselors and students.

The TOP advisor provides information about admission and transfer requirements, academic programs, financial aid, housing, tutoring, campus life, and other services and programs. The advisor evaluates student transcripts to assure that admission requirements are met and that community college courses taken are transferable to the University. The TOP advisor also works with counselors and students to develop individual transfer admission agreements.

Participating colleges: American River College, Cosumnes River College, Cosumnes River College/Placerville, Laney College, Los Medanos College, Merced College, Napa Valley College, Sacramento City College, Santa Rosa Junior College, Sierra College, and Solano Community College.

Contact: Bob Ferrando, Undergraduate Admissions and Outreach Services, 178 Mrak Hall, One Shields Ave., University of California, Davis, CA 95616-8507; (916) 752-3710.

Transfer Admission Agreements

Students at participating community colleges may develop transfer admission agreements (TAAs) with UC Davis. With the assistance of their community college counselor, students draft an agreement for review by a UC Davis admissions representative. The agreement lists the courses the student will complete at community college, with emphasis on courses required for admission, major prerequisites, and breadth requirements. Students who comply with the agreement and apply for admission on time during the appropriate filing period are guaranteed admission to a specific quarter in advance. This option is available in all majors, except landscape architecture.

Participating colleges: All colleges that participate in the Transfer Opportunity Program (listed above) as well as College of Alameda, Bakersfield College, Butte College, Cabrillo College, Chabot College, Citrus College, Columbia College, Contra Costa College, DeAnza College, Diablo Valley College, Foothill College, Fresno College, Gavilan College, Hartnell College, Kings River College, Lake Tahoe Community College, Las Positas College, Lassen College, Marin Community College, Mendocino College, Merritt College, Mira Costa College, Mission College, Modesto Junior College, Monterey Peninsula

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College, Ohlone College, Porterville College, College of the Redwoods, Saddleback College, San Bernardino Valley College, San Diego City College, San Diego Mesa College, San Diego Miramar College, City College of San Francisco, San Joaquin Delta College, San Jose City College, College of San Mateo, Santa Barbara City College, Santa Monica College, College of the Sequoias, Shasta College, College of the Siskiyous, Skyline College, West Valley College, and Yuba College.

Contact: Bob Ferrando, Undergraduate Admissions and Outreach Services, 178 Mrak Hall, One Shields Ave, University of California, Davis, CA 95616-8507; (916) 752-3710.

Irvine

Community College Honors Transfer Program

The UCI Community College Honors Transfer Program provides academic services to honors students who plan to transfer to UCI. Students who enroll and subsequently complete an honors program at a participating community college are offered personalized transfer planning and advising, UCI library privileges, and invitations to the campus to learn about honors programs and research opportunities. Participating students who apply to UCI are assisted with the transfer process; they receive priority admission consideration, guaranteed housing, and referrals to UCI honors programs.

Participating Colleges: Antelope Valley College, Cerritos College, Chaffey College, College of the Canyons, East Los Angeles College, El Camino College, Fullerton College, Glendale College, Irvine Valley College, Long Beach City College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Valley College, Mt. San Antonio College, Mt. San Jacinto College, Orange Coast College, Pasadena City College, Saddleback College, San Bernardino Valley College, San Diego City College, Santa Ana College, Santa Barbara City College, Santa Monica City College, West Los Angeles College, and West Valley College.

Contact: Office of Admissions and Relations with Schools, 204 Administration Building, University of California, Irvine, CA 92697; (714) 824-6703.

Transfer Student Services

Transfer Student Services provides assistance to prospective California community college transfer students. There are programs for prospective transfers on the UCI campus each fall and spring that provide information about admissions, academics, housing, and financial aid. In addition, UCI representatives regularly visit southern California community college transfer centers to meet with students to discuss admission and planning for transfer, including lower division major and breadth requirements.

UCI maintains articulation agreements with many California community colleges. The agreements identify how community college courses can be used to fulfill UCI's lower division major and breadth requirements. The agreements are available at UCI's Office of Admissions and Relations with Schools and community college counseling offices.

Contact: Office of Admissions and Relations with Schools, 204 Administration Building, University of California, Irvine, CA 92697; (714) 824-6703.

Los Angeles

Community College Transfer Program

This program provides assistance to prospective community college transfer students, with particular emphasis on underrepresented students. Program staff visit participating community colleges several times throughout the academic year and provide admissions counseling and workshops on a variety of topics such as choosing a major, completing the undergraduate application, financial aid, and available support services. Program staff keep transfer applicants informed of the status of their application and assist them during all phases of the application process. Students also participate in the "UCLA Experience," an all-day event at UCLA featuring presentations from academic departments, students, and faculty, as well as a campus tour.

Participating colleges: Antelope Valley College, Cerritos College, Citrus College, College of the Canyons, Compton College, Cypress College, East Los Angeles College, El Camino College, Fullerton College, Glendale College, Golden West College, Irvine Valley College, Long Beach City

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College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, Moorpark College, Mount San Antonio College, Orange Coast College, Oxnard College, Pasadena City College, Rancho Santiago College, Rio Hondo College, Riverside City College, Saddleback Community College, Santa Barbara City College, Santa Monica College, Ventura College, and West Los Angeles College.

Contact: Undergraduate Admissions and Relations with Schools, 1147 Murphy Hall, University of California, Los Angeles, CA 90095-1436; (310) 825-3101.

Transfer Alliance Program

The Transfer Alliance Program (TAP) gives students at participating community colleges an opportunity to transfer to UCLA as juniors. Students complete a rigorous honors/scholars program at the community college. Faculty and counselors at the community colleges help students plan academic programs that meet major and general education requirements and honors/scholars certification. Students who complete the program are given priority consideration for admission to the College of Letters and Science at UCLA (except for the Communication Studies major).

Students participating in TAP learn more about UCLA through meetings with UCLA counselors, faculty, and students, including students who transferred to UCLA from the same community college. TAP students may use the UCLA library and participate in cultural and sports events on campus.

Participating colleges: Antelope Valley College, Chaffey College, College of the Canyons, East Los Angeles College, El Camino College, Glendale College, Long Beach City College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Valley College, Mt. San Antonio College, Orange Coast College, Pasadena City College, Rancho Santiago College, Saddleback College, San Bernardino Valley College, San Diego City College, Santa Monica College, West Los Angeles College, and West Valley College.

Contact: Undergraduate Admissions and Relations with Schools, 1147 Murphy Hall, University of California, Los Angeles, CA 90095-1436; (310) 825-3101.

Riverside

Transfer Student Services

UCR offers a variety of services for prospective transfer students. The High School and Transfer Services Office maintains articulation agreements with more than 75 percent of California community colleges. These agreements are available at community college transfer centers and the UCR's High School and Transfer Services Office.

UCR transfer counselors regularly conduct transfer advising at local community colleges and on the UCR campus. Also, prospective students can mail or fax copies of their transcripts to the office for evaluation.

Contact: High School and Transfer Services, 1120 Hinderaker Hall, University of California, Riverside, CA 92521; (909) 787-4531; E-mail: discover@pop.ucr.edu.

Transfer Admission Guarantee

Riverside's Transfer Admission Guarantee (TAG) program encourages students to begin their college career at a California community college and then transfer to UCR to complete the bachelor's degree.

TAG participants enter into a contract with UCR that specifies the requirements that these students must satisfy for admission. To be eligible for TAG, students must have attended only California community colleges. Admission is not guaranteed to majors in engineering.

Contact: High School and Transfer Services, 1120 Hinderaker Hall, University of California, Riverside, CA 92521; (909) 787-4531; E-mail: discover@pop.ucr.edu.

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San Diego

Transfer Admission Guarantee

The Transfer Admission Guarantee program (TAG) assists students at participating community colleges in transferring to UCSD. TAG students enter into a contract that specifies requirements to be satisfied at a community college and guarantees admission to the UCSD college of choice. Admission to impacted majors, such as engineering, is not guaranteed.

TAG students must meet the University's minimum admission requirements for transfer students, including completion of at least 60 transferable semester units; earn a specified minimum GPA and be in good academic standing; clear all subject omissions/deficiencies for minimum eligibility (see page 6); complete all TAG core courses with a grade of C or better; and complete additional courses as recommended by the UCSD college the student plans to enter.

Participating colleges: Cuyamaca College, DeAnza College, Grossmont College, Imperial Valley College, Mira Costa College, Saddleback College, San Diego City College, San Diego Mesa College, San Diego Miramar College, Palomar College, Santa Barbara City College, Santa Monica College, Southwestern College, and West Valley College.

Contact: Office of Admissions and Outreach, Dept. 0337, University of California, San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0337; (619) 534-4831; E-mail: admissionsinfo@ucsd.edu.

Santa Barbara

Transfer Support Services

UCSB offers a variety of services for prospective transfer students. The Office of Relations with Schools maintains articulation agreements with California community colleges that traditionally send large numbers of students to UCSB. The agreements, which outline courses that can be applied to UCSB's general education and major preparatory requirements, are available at community college transfer centers and counseling offices, and in the Office of Relations with Schools.

At transfer advising sessions, offered at UCSB on Fridays at 1 p.m., a transfer advisor gives an overview of housing, financial aid, campus life, and student support services and provides in-depth information about admission requirements, selection criteria, and preparation for the major. To confirm dates, times, and locations, call (805) 893-8175.

UCSB representatives regularly visit community colleges in Kern, San Luis Obispo, Santa Barbara and Ventura counties to provide transfer information to students. They conduct workshops on the application process and financial aid, and hold individual academic advising appointments. Participating colleges include Allan Hancock College, Bakersfield College, Cuesta College, Moorpark College, Oxnard College, Santa Barbara City College, and Ventura College.

Contact: Office of Relations with Schools, 1234 Cheadle Hall, University of California, Santa Barbara, CA 93106-2016; (805) 893-2485; E-mail: transfer@sa.ucsb.edu.

SBCC/UCSB Transition Program

The SBCC/UCSB Transition Program helps Santa Barbara City College students transfer to UCSB. General education and major preparation articulation agreements, revised annually, enable students to plan appropriate programs of study. Orientation and group advising sessions coupled with individual counseling provide information on University admission and application procedures, and offer support throughout the transfer process.

SBCC students who satisfy the criteria specified in the SBCC/UCSB admission agreement are guaranteed admission and also are eligible for consideration for a special scholarship. The agreements list required coursework and GPA. Agreements exist for majors in the College of Letters and Science and the College of Engineering.

Contact: Office of Relations with Schools, 1234 Cheadle Hall, University of California, Santa Barbara, CA 93106-2016; (805) 893-2485; E-mail: transfer@sa.ucsb.edu.

Transfer Achievement Program

The Transfer Achievement Program provides educationally disadvantaged, low income, and disabled students at SBCC with services to assist them in transferring to UCSB.

Contact: Office of Relations with Schools, 1234 Cheadle Hall, University of California, Santa Barbara, CA 93106-2016; (805) 893-2485; E-mail: transfer@sa.ucsb.edu.

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Santa Cruz

Guaranteed Admission for Transfer Entry

The Guaranteed Admission for Transfer Entry (GATE) program offers guaranteed admission to qualified junior level transfers from participating California community colleges. To participate in GATE students must have a minimum of 30 UC transferable semester units (45 quarter units) and less than 90 transferable semester units (135 quarter units) if coursework has been completed at a four-year college or university; have a GPA of at least 2.8; and be registered at one of the community colleges listed below. At least 30 of the 60 semester units (45 of 90 quarter units) required to be eligible for admission must be completed at California community colleges. GATE offers guaranteed admission for the fall quarter only; the filing period is September 1-October 15.

Participating colleges: Cabrillo College, Cañada College, DeAnza College, Evergreen Valley College, Foothill College, Fresno City College, Gavilan College, Hartnell College, Laney College, Mission College, Monterey Peninsula College, City College of San Francisco, San Jose City College, College of San Mateo, College of the Sequoias, Skyline College, and West Valley College.

Contact: GATE Program, Office of Admissions, 1156 High Street, University of California, Santa Cruz, CA 95064; (408) 459-2131; E-mail: admissions@cats.ucsc.edu.

Transfer Program

The UCSC Transfer Program provides a variety of services to community college students interested in transfering to UC Santa Cruz. Services include transfer workshops, and campus tours. Admissions counselors visit many California community colleges to provide services to prospective students and counselors.

Contact: Transfer Program, Office of Admissions, Cook House, 1156 High Street, University of California, Santa Cruz, CA 95064; (408) 459-2131; E-mail: admissions@cats.ucsc.edu.

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ATTACHMENT 2

CAREER TRANSFER CENTER

TRANSFER ADMISSION AGREEMENT

Transfer Admission Agreement between Mission Community College and the University of California, Davis

Student Name ____________________ Social Security Number _____-_____-_____

Academic Major ____________________

With this agreement, entered into between Mission Community College and the University of California, Davis, you are guaranteed admission to UC Davis, provided that you statisfactorily complete all requirements listed in (1), (2), and (3) below and file an application for admission while the University is still accepting applications for the ________ quarter, 19_____.

Your eligibility requirements include the following:

1. (Work already completed): At the end of the ________ term, 19_____, you have completed ________ UC Davis transferable semester units with an overall GPA of ________.

2. (Work in progress and/or Planned): You are required to complete ________ additional semester units, including the following courses:

Courses in Progress			Courses Planned		
Semester	Course	Units	Semester	Course	Units

3. Other requirements:
   a. You are required to earn the following cumulative GPA for all courses taken prior to transfer: ________
   b. Special requirements for impacted programs: ________
   c. High school course omissions which must be satisfied: ________
   d. Other: ________

I hereby certify that the information which I provided to substantiate number (1) above includes any and all courses/units from all postsecondary institutions which I have attended. I am aware that this agreement is null and void in case it is found that the information I have so provided is not complete or is inaccurate. I further certify that I do not hold or have not earned a four-year degree from any institution of higher learning.

Mission College Counselor ________ Date ________

Student Signature ________ Date ________

Assistant Dean Of Student Development ________ Date ________

UC Davis Representative ________ Date ________

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ATTACHMENT 3

UNIVERSITY OF CALIFORNIA
RIVERSIDE

Transfer Admission Guarantee

Admission Contract

Student's name ____
Last name First name M.I

SSN ________-________-________ Current Community College ________________

UCR College and Major ________________________________ UCR Term of entry __________

With this agreement you are guaranteed admission to UCR for the specified major and term, provided you complete the required coursework with the necessary grades as detailed on the accompanying UCR Guidance Worksheet dated ____________________.

Be sure to fill out your admission application accurately and completely, and submit it during the appropriate priority filing period.

☐ Fall–November 1-30 ☐ Winter– July 1-30 ☐ Spring– October 1-30

Transfer Admission Guarantee Criteria

To receive a TAG Contract, you must have:

1. minimum of 30 semester (45 quarter) UC transferable units with at least a 2.80 grade point average,
2. completed or in progress the UC-required mathematics and English courses, and
3. only California Community College coursework.

To guarantee your admission and receive priority notification, you must:

1. apply for your contracted major during the priority filing period of your contracted term,
2. complete 56 semester (84 quarter) transferable units for Fall 1997, Winter or Spring 1998 terms or 60 semester (90 quarter) transferable units for Fall 1998 and later terms with at least a 2.40 grade point average before you transfer, and
3. complete with a grade 'C' or better the courses required for your selecting major before you transfer.

I certify that all information I provided to substantiate the coursework I have completed includes any and all courses and units from all postsecondary institutions I have attended. This contract is void if the information I have provided is incomplete or inaccurate.

Student Signature	Date	UCR Counselor Signature	Date

Distribution: WHITE - Student YELLOW - Community College Transfer Center PINK - UCR

UNIVERSITY OF CALIFORNIA
RIVERSIDE

Guidance Worksheet

DATE: **UCR COUNSELOR:** **TERM OF ENTRY:**

Last name: ______ First ______
SSN: ____ - ____ - ____ Telephone: (____) ______
Colleges attended 1) ______ 2) ______ 3) ______
4) ______ 5) ______ 6) ______
Proposed UCR major: B.A. ☐ B.S. ☐

UC ADMISSION REQUIREMENTS: Earn grade C or better

					Semester	Quarter
English:	______	______	Total:	GPA: ______		
Mathematics:	______			Units: ______	☐	☐
Other course(s):	______	______		Units remaining: ______	☐	☐
	______	______				

LOWER DIVISION MAJOR REQUIREMENTS:

Refer to UCR Course to Course articulation.

GENERAL EDUCATION:

Work to complete either IGETC or UCR College Breadth Requirements.

☐ **IGETC:** See your community college counselor for IGETC requirements. IGETC must be completed in its entirety and certified by the community college ***before*** you transfer. Otherwise, you will be required to fulfill UCR's College Breadth Requirements.

☐ **UCR COLLEGE BREADTH REQUIREMENTS:**

English Composition: 1 year ______ , ______

Humanities: ☐ 2 courses (College of Engineering) ☐ 5 courses (College of Humanities, Arts, and Social Sciences)
1 course World History: ______, 1 course Fine Arts/Lit/Phil/Rel. St: ______
1 course Fine Arts: ______, add'l course(s): ______ , ______

Social Sciences: ☐ 2 courses (College of Engineering) ☐ 4 courses (College of Humanities, Arts, and Social Sciences)
1 course Econ/Pol Sci: ______ , 1 course Anth/Psych/Soc ______
additional course(s): ______ , ______

Ethnic Studies: 1 course: ______

Foreign Language: ☐ 0 courses (Coll of Engineering) ☐ 3rd semester (B.S. in CHASS) ☐ 4th semester (B.A. in CHASS)

Natural Science/Mathematics: 5 courses:
1 course Math/Stat/Comp Sci: ______, 1 course Biological Science: ______
1 course Physical Science: ______, 2 additional courses: ______ , ______

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THE INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES

Transfer and Articulation in the Independent Sector

State Senate Select Committee on Higher Education Admissions and Outreach

California State University, Los Angeles
December 3, 1997

Juan C. Yniguez **AICCU**

Independent Colleges at a Glance

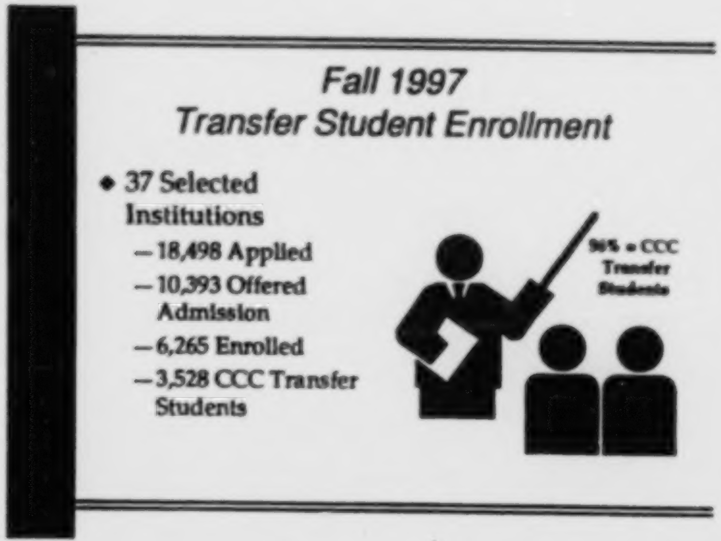
- 71 Autonomous Diverse Institutions
- 106,000 Undergraduate Students
- 39% Undergraduate Ethnic Minorities
- 21% of Student Body with Parental Incomes less than $24,000

Contributions to Higher Education in California

- 1/5 of Baccalaureate Degrees
- 1/2 of Master's and Ph. D.'s
- 2/3 of Professional Degrees

Independent Colleges and Transfer

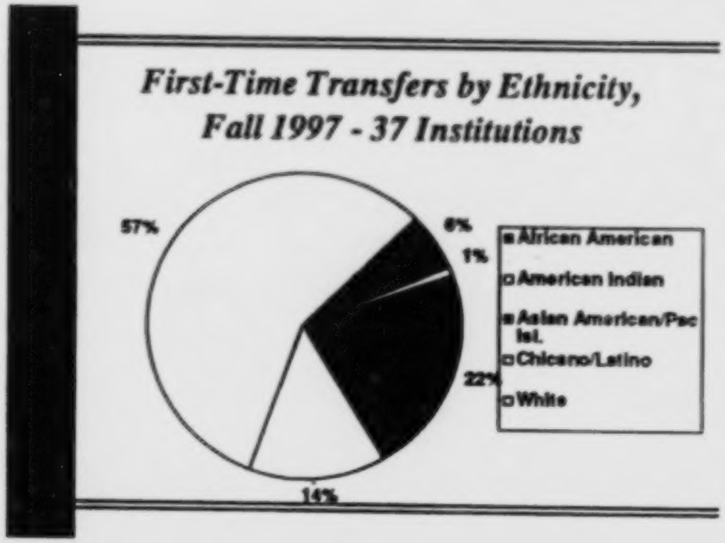
- 20,000 Transfer Students
- 12,000 Community College Transfer Students
- 75% of Transfer Students Receive Financial Aid
- Average Financial Aid Package $12,730



Fall 1997 Transfer Student Enrollment

- 37 Selected Institutions
  - 18,498 Applied
  - 10,393 Offered Admission
  - 6,265 Enrolled
  - 3,528 CCC Transfer Students

56% = CCC Transfer Students



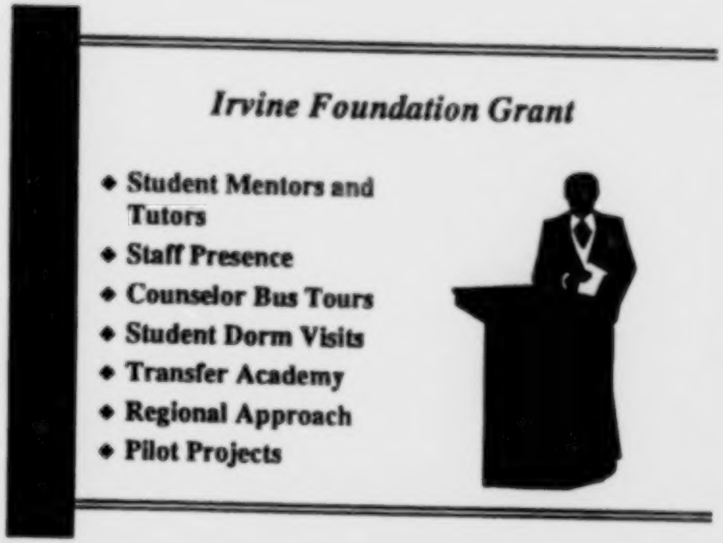
First-Time Transfers by Ethnicity, Fall 1997 - 37 Institutions

AICCU Institutions and Transfer

- **6 Enroll Only Transfer Students**
- **13 Offer Grants/ Scholarships Specifically for Transfer Students**
- **8 Accept All or Part of IGETC**
- **2 Are Two-year Colleges Leading to an AA/AS**
- **All Offer Traditional Support/Outreach Programs & Financial Aid**

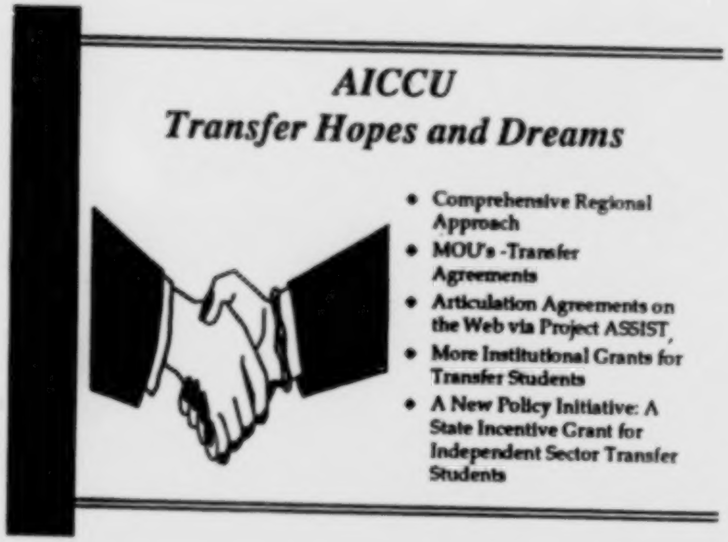
AICCU and Transfer

- **Annual Counselor Information Programs for 200 CCC Counselors**
- **Transfer Student Handbook**
- **Articulation Advisory Group**
- **$300,000 Irvine Foundation Grant**



Irvine Foundation Grant

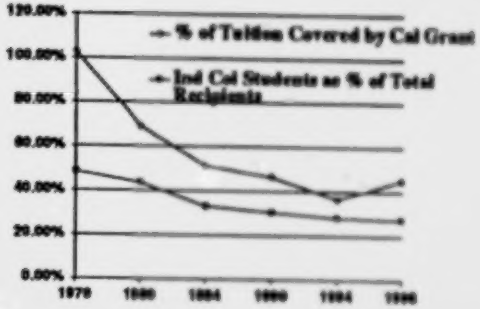
- Student Mentors and Tutors
- Staff Presence
- Counselor Bus Tours
- Student Dorm Visits
- Transfer Academy
- Regional Approach
- Pilot Projects



AICCU
Transfer Hopes and Dreams

- Comprehensive Regional Approach
- MOU's -Transfer Agreements
- Articulation Agreements on the Web via Project ASSIST,
- More Institutional Grants for Transfer Students
- A New Policy Initiative: A State Incentive Grant for Independent Sector Transfer Students

Cal Grant A's in the Independent Sector: An Historical Perspective



Cal Grant B Awards

	Total Number of Recipients	Average Award	Total Award Amounts
CCC	22,103	$1,409	$31.1 Million
UC	8,185	$4,066	$33.3 Million
CSU	10,637	$2,466	$26.2 Million
ICU	1,601	$4,862	$7.8 Million

Conceptual Outline of State Incentive Grant for Independent Sector Transfer Students

- Designed to Help Meet State's Tidal Wave II Challenge
- Would Be Part of Student's Total Financial Aid Package
- Would Be a "Signing Bonus" to Encourage Attendence at an Independent Institution
- Would Be of Minimal Cost to the State: A $1,000 Incentive Grant for 6,000 Students Would Total a $6 Million Annual Investment by the State
- The $1,000 Incentive Grant Would Be Leveraged by Approximately $8,000 in Institutional Grants

1997
AICCU
TRANSFER STUDENT HANDBOOK

Transfer Counselor Information Programs
March 19, 1997 — Samuel Merritt College
March 20, 1997 — Woodbury University

Prepared by
The Association of Independent California Colleges and Universities (AICCU)
1100 Eleventh Street, Suite 315, Sacramento, California 95814
Phone 916/446-7626 • Fax 446-7948
With assistance from the Los Angeles Regional Advisory Board

AICCU Transfer Student Handbook, 1997

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	General Information					Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts:	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
Art Center College of Design **1700 Lida Street** **Pasadena, CA 91103**	Provides highly specialized educational programs to prepare students for nine professions in art and design	Located in Pasadena, a suburb of Los Angeles	•98% of freshmen are transfer students •Studio art transfer credit is based on portfolio review •New programs are being offered in animation and entertainment design	•Transportation •Product Design •Graphic Design	•Transportation •Film •Product	1,237		495	310	185	
Azusa Pacific University **901 E. Alosta Ave.** **Azusa, CA 91702**	An evangelical Christian com of disciples & scholars who seek to advance the work of God in the world thru academic excellence in libearal arts & prof programs of higher edu that encourage students to develop a Christian perspective of truth & life	Located in foothills of the San Gabriel community of Azusa, 26 miles NE of LA	•Now accepts IGETC •Reserved housing for transfers •Offers equal financial aid to transfers	•Nursing •Education •Business	•Nursing	2,330	277	503	411	294	
Biola University **13800 Biola Avenue** **La Mirada, CA 90639**	Biblically-centered edu, scholarship, and service - equipping men and women in mind and character to impact the world for the Lord Jesus Christ	95 acre suburban campus in So. California	•Nationally ranked Christian university •3.5 GPA with 27 transferrable units required for academic scholarships •Everyone receives a minor in Bible	•Communication •Business •Liberal Studies	•Nursing •Psychology •Biological Science	2,183		443	337	164	
California Baptist College **8432 Magnolia Avenue** **Riverside, CA 92504**	Christian liberal arts institution founded by Southern Baptists to serve the world	Located in Riverside, 60 miles east of LA; surrounded by cultural and scientific opportunities	•99% placement of teachers from education department •Unprecedented growth - since 1994, enrollment has increased 109% •On-campus apartments available for juniors and seniors	•Education •Business •Psychology		1,446		142	142	62	

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Calendar					Transfer Requirements														
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Semester	F97: W98: S98:			x x x	Sem 12	Sem 62	0	No	No	No	No	Yes	No	Recom-mended	2.5	0	Yes	Required for high school students	Recommended for high school students
Semester	F97: W98: S98:	1/1 -- 12/15	7/15 -- 12/15			Sem 64		No	No	No	No	Yes	Required	Recom-mended	2.2			Required; if have less than 28 transferrable units. (SAT or ACT)	Required; if have less than 28 transferrable units. (SAT or ACT)
Semester	F97: W98: S98:			6/1 – 1/1	0	Qtr 105 Sem 70 only for CC	8 if not PE major	No	No	No	No	Yes	Required 2 - pastor, profes-sional	Required	2.5	0	Yes	Required; if less than 27 transferrable units (SAT or ACT)	Required; if less than 27 transferrable units (SAT or ACT)
Semester	F97: W98: S98:			8/28 – –		Sem 70			No	No	No	Yes	Required 2 - academic, pastoral	No	2.0		Yes	Required for students transferring with less than 30 units	Required for students transferring with less than 30 units

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If no, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
Art Center	Yes 550	No	Yes; all unless prior bacchlor's degree achieved	Yes; all who attended community colleges	Yes; based on letter of appeal	No	No	No	No	No		Sem 68	None	Yes; placement based on portfolio review
Azusa Pacific	Yes	Yes; placement test on campus	Yes; if less than 28 transferrable units	Yes	Yes; filling out a waiver form	Yes; math, reading and writing for students under 28 sem units	Yes; 580 verbal SAT waives writing, 570 math SAT waives math and college algebra	Yes; in degree completion program	Yes			Sem 60	Must be repeated at original institution	No
Biola	Yes	Yes; with appropriate SAT score	Yes; for all students	Yes; anyone who attended a com college and wants those credits transferred	Yes; College Board fee waiver sheet or letters from college counselor	Yes; science, nursing and music majors have placement tests		Yes BOLD program	Yes			Qtr 86 Sem 57	If course is repeated better score is accepted and original score is forgotten	Yes Must be Christian
Cal Baptist	Yes 520	No	Yes; if less than 30 transferrable units	Yes; all transcripts need to be official	Yes; participants in fee waiver program of the College Board students receiving eligibility index of 0	Yes; English placement exams are required for students not transferring 2 composition courses	Yes; English placement exams are required for students not transferring 2 composition courses	No	No	No		Sem 60		

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Costs				Financial Aid			Grad Rate		Contacts						
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$16,200	$0	$0	$3,000	68%		No	65%	4-yr	Name: Phone: Fax: E-mail:	Kit Baron 818-396-2373 818-405-9104 cbaron@artcenter.edu	Jerry Sims 818-396-2215 818-405-9104	Kit Baron 818-396-2373 818-405-9104 cbaron@artcenter.edu	Kit Baron 818-396-2373 818-405-9104 cbaron@artcenter.edu	Rosa Farrier 818-296-2325 818-405-9104	
$13,550	$60	$4,482	$700	80%		No			Name: Phone: Fax: E-mail:	Deana Porterfield 818-812-3016 818-812-3096 dport@apu.edu	Diane Le Jeune 818-812-3009	Deana Porterfield 818-812-3016 818-812-3096 dport@apu.edu	Sherry Harris 818-812-3013 818-969-7180	Mary Gramms 818-969-3434 818-815-3801	Fred Garlett 818-969-3434 818-815-5417 (Degree Completion)
$14,286		$4,842	$200 to $350 per semester	80%	$8,000	No			Name: Phone: Fax: E-mail:	Greg Vaughan 562-903-4752 562-903-4709 greg_vaughan@peter.biola.edu	George Jenkins 562-903-4752 562-906-4541 george_jenkins@peter.biola.edu	Drake Levasheff 562-903-4752 562-903-4709 drake_levasheff@peter.biola.edu	Marilyn Heiman 562-903-4720 562-903-4896 marilyn_heiman@peter.biola.edu	Diana VanMeter 562-903-4752 562-903-4709 diana_vanmeter@peter.biola.edu	
$7,800	$310	$4,594	$500	85%		No			Name: Phone: Fax: E-mail:	Keri Overstreet 909-343-4230 909-351-1808	Phil Martinez 909-343-4236 909-351-1808		Erlinda Martinez 909-343-4222 909-351-1808	Jerrie Ann Fortune 909-343-4273 909-351-1808	Pat Kircher 909-343-4306 909-351-1808 (Evening College)

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General Information						Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts:	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
California College of Arts and Crafts **450 Irwin Street** **San Francisco, CA 94107**	Educates those who shape culture thru art, architecture and design	Located in the vibrant San Francisco area, offers two urban campuses	•70% of the entering class are transfer students •Offer faculty honors awards for students transferring directly from com college •Opening an add'l 60,000 sq. ft. facility in San Francisco in Fall 98	•Graphic Design •Architecture •Painting		1,029		452	340	192	51
California Institute of the Arts **24700 McBean Parkway** **Valencia, CA 91355**	To provide an environment which enables emerging artists to develop their potential to its fullest extent	So California suburban campus	•Integrated Arts Community environment •Small individually designed programs •Professional arts faculty			226	188	na	na	188	na
California Institute of Technology **1201 E. California Blvd.** **Pasadena, CA 91125**	To provide a research-oriented education emphasizing math, science, and engineering	In Pasadena, 10 miles from downtown LA. Suburban campus	•Student to faculty ratio 3:1 •Caltech is need-blind in admissions, and meets 100% of computed need •24 Nobel Prizes have been awarded to faculty and alumni	•Comp Science •Electrical Engr.		923	47	113	24	21	4

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Calendar					Transfer Requirements															
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Semester	F97: W98: S98:	3/2 – 10/1		x – x		Total = Sem 72		No	No	No	No	Yes	Required 2	Required	2.0		C	No	No
Semester	F97: W98: S98:	2/1 – –				Sem 48		NA	No	No	No	Yes	Recommended					No	No
Quarter	F97: W98: S98:	3/1 – –				Qtr 90 Sem 60		Yes	No; but, 1 yr of calculus strongly recommended	No	No	Yes	Required 2 math or science instructors	No	3.5		Yes	Required SAT I for all applicants	No

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If so, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
CCAC	Yes 500	No	Yes; for all students who haven't completed their AA degree	Yes; for all students	Yes; contact the director of enrollment services	Yes; English test for all intl and all other students unless the student has completed the equivalent	Yes; English I with a grade of C or better	No	No	No				Yes; Portfolio
Cal Arts	Yes 550	Yes; if successfully studied for 1 yr at US high school or college	Yes; for all applicants who haven't completed an UG degree program	Yes; applicants wishing to transfer academic units	Yes	No		No	No					
CalTech	Yes		Yes; for all applicants	Yes; for all students	Yes; letter from college official explaining circumstances	Yes; Writing, Math, Physics, Chemistry for all new students	Yes; for writing, students with SAT II WR or ES score over 650 or an AP Engl score of 3 or higher	No	No	No		Qtr 216 Caltech units		No. But, coursework preparation in Math, Physics and Chemistry is highly recommended

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Costs				Financial Aid			Grad Rate		Contacts							
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$15,850	$100					Yes; faculty honors awards - open to all dir comm college transfers, who have completed at least 12 units at CC, are seeking their first degree, cumulative GPA 3.0, 63 awards, ranges from $1,000 to $6,000			Name: Phone: Fax: E-mail:	Sheri McKenzie 415-703-9523 415-703-9539 enrolk@ccac-art.edu	Anita Kermes 415-703-9523 415-703-9539 enrolk@ccac-art.edu		Alice Knudsen 510-594-3641 510-594-1941 A_knudsen@ccac-art.edu	Annie McGeady 415-703-9523 415-703-9539 enrolk@ccac-art.edu	
$17,250	$70	$5,500	$1,200	85%	$10,000	No			Name: Phone: Fax: E-mail:	Kenneth Young 805-253-7865 805-254-8352 kyoung@calarts.edu	Bobbi Heuer 805-253-7869	Kenneth Young 805-253-7865 805-254-8352 kyoung@calarts.edu	Kenneth Young 805-253-7865 805-254-8352 kyoung@calarts.edu	Gwen Fishbeck 805-253-7845 805-254-8352 fishbeck@calarts.edu	
$18,600	$216	$5,700	$2,376	90%	$17,762	No	94%	2-yr	Name: Phone: Fax: E-mail:	Charlene Liebau 881-395-6341 818-683-3026 liebau@admissions.caltech.edu	David Levy 818-395-6280 davidlevy@finaid.caltech.edu	John Latting 818-395-6341 818-683-3026 latting@admissions.caltech.edu		John Latting 818-395-6341 818-683-3026 latting@admissions.caltech.edu	Carolyn Merkel 818-395-2886 merkel@starbasel.caltech.edu (SURF)

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[illegible]		General Information				Enrollment Data					
Name of Institution & Location	**Mission**	**Basic geographic information**	**Three important transfer facts:**	**Three most competitive majors**	**Three most impacted majors**	**F96 UG enrollment**	**Total F96 transfer enrollment**	**F96 Transfer applicants**	**F96 Transfer applicants accepted**	**F96 Transfer applicants enrolled**	**F96 CCC Transfer Applicants Enrolled**
Chapman University 333 North Glassell St Orange, CA 92666	To provide personalized learning of distinction that leads to inquiring, ethical and productive lives as global citizens	Suburban, south coast area. 35 miles south of LA	•One-half of all new entering students are transfers •All undergrad programs are open to transfers •Extremely "transfer friendly"	•Business •Film/TV •Physical Therapy		2,850	1100	817	640	371	301
Cogswell Polytechnical College 1175 Bordeaux Dr. Sunnyvale, CA 94089	To provide higher education in technical fields that results in quality careers	30 miles south of San Francisco; 5 miles north of San Jose	•Small classes with excellent equipment •Trimester calendar for fast degree completion •Inexpensive tuition for an independent college	•Computer & Video Imaging •Music Eng Technology	•Electrical Engineering	305	244	110	89	45	35
College of Notre Dame 1500 Ralston Ave. Belmont, CA 94002	Liberal arts college founded to promote peace and justice thru intellectual and social development	Suburban, in North California	•Very transfer-friendly, 1/2 of new students are transfers •65% growth in applicant pool in last 4 yrs •Avg class size of 15	•Pre-med •Psychology •Business							
Concordia University 1530 Concordia West Irvine, CA 92715	To empower students for a life of learning and service through integrative participation in the liberal arts & professional studies	Hilltop setting, 50 miles south of LA; 80 miles south of San Diego	•Majority of faculty hold a doctorate & are in the classroom teaching •Interactive video classes offered thru its 10 campus uni system •Can get into needed classes and graduate in a timely manner	•Teacher Education •Business •Premed/Pre Physical Therapy		1,031		196	146	84	

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	Calendar				Transfer Requirements														
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Semester	F97: W98: S98:	3/1 – 11/1		8/1 – 1/15	Sem 12	Sem 70	Depends on major	No	No	No	No	Yes	Required CCC, Counselor or teacher	Recom-mended	2.0	0	Yes	No	No
Trimester	F97: W98: S98:			x	Sem 12	Sem 70	NA	No	No	No	No	Yes	No	No	2.0	None	Yes	No	No
Semester	F97: W98: S98:	4/1 – 11/1	8/1 – 12/1			Sem 78 lower div		NA	No	No	No	Yes	Required 1 teacher or counselor	Recom-mended	c+		No	Required for students transferring with fewer than 30 units	Either SAT or ACT
Semester					Sem 16	Sem 96 70 from CC		No	Yes; interm. Algebra or higher	No	No	No	Required 1 written by teacher or employer or pastor or counselor	No	2.5		Yes	No	No

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If no, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
Chapman	Yes 500	No	Yes; documents from all schools attended	Yes; documents from all schools attended	Yes; if substantial financial need is demonstrated	Yes; dependent upon intended major, as well as breadth of completed lower division requirements	Yes; transfers who enter with either CSU or IGETC certification are waived from most placement tests, however some majors still require math	No	Yes; with exception of Chapman common graduation requirements			Sem 60	Advise repeat prior to transfer	Yes; min 2.25 GPA in all college-level coursework required for admission
Cogswell	Yes 550	No	Yes; all students must submit either official high school transcript or copy of HS diploma to verify graduation	Yes; all students	No	Yes; English, Math and Physics I placement exams	Yes. To be determined by department chairs	No	No	No		Sem 66	Only the highest will be counted in computing GPA. Both grades will appear on the transcript. An * will appear on the grade of a course that has been retaken	Yes. Portfolio of artwork required for admission to the computer and video imaging program
College of Notre Dame	Yes 500	Yes; if English GE has been satisfied	Yes; for students transferring with fewer than 30 units	Yes; all com college applicants	Yes; College Board fee waivers or counselor letter	Yes; Engl or math if students haven't met GE requirements	Yes; if GE equivalent courses have been completed	No	No	No		Qtr 90 Sem 60	Count only highest grade	Transfers may apply as frosh, sophomore, junior or senior
Concordia	Yes 525	Yes; with SAT or ACT scores	Yes; 32 units or less need transcripts. Above 32, HS transcripts or copy of diploma is needed for fin aid	Yes; for all students	Yes; with a letter from fin aid office at current school, waiver form from counselor or ltr from a pastor			No	Yes			Sem 64	The best grade is taken	

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Costs				Financial Aid			Grad Rate		Contacts						
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$18,036	$350			70%	$17,000	No			Name: Phone: Fax: E-mail:	Michael Drummy 714-997-6711 714-997-6713 mdrummy@chapman.edu	Greg Ball 714-997-6741 714-997-6743 gball@chapman.edu	Jeff Burroughs 714-997-6711 714-997-6713 jburroug@chapman.edu		Thucydides Delfin 714-997-6786 714-997-6713 delfin@chapman.edu	
$7,320	$40		$1,200	35%		No			Name: Phone: Fax: E-mail:	Yvonne Martinez 408-541-0100 x110 408-747-0764	Heyward Howell, Jr 408-541-0100 x108 408-747-0765			Paul Schreivogel 408-541-0100 x112 408-747-0764	
$15,000		$6,000	$500	58%	$17,458	Yes; REGENT $3,000 per year	90%	2-yr	Name: Phone: Fax: E-mail:	Greg Smith 415-508-3607 415-508-3426 gsmith@cnd.edu	Kathleen Kelly 415-508-3509 415-637-0493 kathleen@cnd.edu	Cherie Andrade 415-508-3607 415-508-3424 admiss@cnd.edu	Elaine Kaufmann 415-508-3607 415-508-3424 admiss@cnd.edu	John Bitterman 415-508-3607 415-508-3424 admiss@cnd.edu	
$12,880	$920	$5,180	$1,720	85%	$11,000	No	85%	2-yr	Name: Phone: Fax: E-mail:	Stan Meyer 714-854-8002 x108 714-854-6897 meyerws@cui.edu	Lonnie Lee 714-854-8002 x171 714-854-6709 leelo@cui.edu	Leigh Ann Unger 714-854-8002 x117 714-854-6894 unger@cui.edu	Sue Fleischli 714-854-8002 x204 714-854-6894 ccifleiscms@cui.edu	Stan Meyer 714-854-8002 x108 714-854-6897 meyerws@cui.edu	

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General Information						Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
Dominican College **50 Acacia Ave.** **San Rafael, CA 94901-8008**	An independent, co-ed liberal arts college with a tradition of interdisciplinary study in humanities, a global perspective and a strong commitment to involving students in their growth intellectual, ethical and social development	Located in the hills of Marin county, 1/2 hr drive north of San Francisco. Situated on 80 wooded acres in a residential area	•New occupational therapy major •Credit for life experience thru portfolio process •Accepting IGETC	•Occu Therapy •Nursing •Biology Premed	•Psychology •Liberal Studies	602	115	230	185	115	65
Fresno Pacific University **1717 So Chestnut Ave.** **Fresno, CA 93702**	To prepare students for faithful and wise service thru excellence in Christian higher ed, and to strengthen and improve society thru scholarship and service	Located in the heart of San Joaquin Valley in Fresno	•Name change from College to University •Avg undergrad class size 17 students •Offers 39 undergrad majors	•Liberal Studies •Business •Psychology		601	91	223	176	91	na
Golden Gate University **536 Mission Street** **San Francisco, CA 94105-2968**	Prepares students for succesful professional careers thru programs of exceptional quality that integrate theory with practical experience	Located in the financial district of San Francisco. Also offers programs at campuses in Bay area, Sacramento, Seattle, So Calif, at several military bases in Singapore and American Samoa	•Flexible class times and semesters give students many options for completing degree quickly •Full range of fin aid including scholarship opportunities available •Offers a new BA liberal studies degree in Fall 97			1,853		458	457	332	

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Calendar					Transfer Requirements															
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Semester	F97: W98: S98:	3/2 – –		x – x	Sem 24	Sem 70 LD	8	Yes	No	No	No	Yes	Required 1 - academic or professional	Recommended	2.0/2.5	12	Yes	Required for transfer students with less than 24 transferrable units and who have been out of HS less than 2 yrs	No
Semester	F97: W98: S98:	6/1 – 12/1			Sem 24	70 from CC	4 activity units	NA	No	No	No	No	Required 1 preferred academic	No	2.4	16		No	No
Semester	F97: W98: S98:			x x x	Sem 24	Sem 70 from CC	3	NA	No	No	No	No	No	No	2.0	3	Yes	No	No

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If no, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
Dominican	Yes 550	Completion of level 12 Berlitz on campus	Yes for students with less than 24 transferrable units	Yes; all postsecondary transcripts by all transfer students	Yes; letter from counselor or D.C. admissions counselor	Yes; English-all ; Math - students who haven't taken or satisfactorily completed college algebra or higher level	No	Yes; must place out of or satisfactorily complete Engl 2, then enroll in Portfolio classes	Yes		Requirements except UD religious heritage and art requirements. Must take Engl Proficiency test.		Must have earned grade lower than C; will take higher grade of 2, units counted once; higher grade is calculated into GPA	Yes. Must have min GPA of 2.0 for all majors except Occu Therapy and Nursing which requires a min 2.5
Fresno Pacific	Yes 500	Yes; determined individually	Yes; recommeded for all students	Yes; students must have waiver requested on the students' behalf by someone in a professional role	No	No		Yes; life experience given thru degree completion program	No	No		Sem 60	All repeat courses will be calculated into the overall GPA unless grades dropped from original institution	No
Golden Gate University	Yes 525		Yes; if student has fewer than 24 sem units transfer credits	Yes; official transcripts from every college attended	No	Yes; for students registering for Engl IA or Math 20 or Math 30	No	No	No	No		Sem 60		

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Costs				Financial Aid			Grad Rate		Contacts						
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate	Dean/Dir Admission		Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$15,120	$304	$6,968	$1,206	83%	$16,864		90%	4-yr	Name: Phone: Fax: E-mail:	Robert Gleeson 415-485-3202 415-485-3214 gleeson@dominican.edu	Susan Gutierrez 415-257-1321 415-485-3214 gutierrez@dominican.edu	Lydia Hull 415-257-1307 415-485-3214 hull@dominican.edu	Tonya Hanson 415-485-3281 415-485-3205 hanson@dominican.edu	Allen Gallaway 415-485-3246 415-485-3214 gallaway@dominican.edu	LeeAnn McGinley 415-257-1397 415-485-3205 mcginley@dominican.edu (Pathways)
$11,750	$186	$4,320	varies	90%	$10,888	Yes. Divisional scholarships available to transfer students			Name: Phone: Fax: E-mail:	Cary Templeton 209-453-2030 209-453-2007 cwtemple@fresno.edu	Kevin Hoover 209-453-2027 209-453-2007 kchoover@fresno.edu	Jon Endicott 209-453-2241 209-453-2007 jendicot@fresno.edu	Jewel Zimmerman 209-453-2263 209-453-2007 jdzimmer@fresno.edu	Phil Hofer 209-453-2128 209-453-5501 plhofer@fresno.edu	Lisa Loewen 209-453-2051 209-453-2007 illoewen@fresno.edu (Transfer Colleqium)
$273/unit	$112 min			26%	$8,761				Name: Phone: Fax: E-mail:	Enroll Srvcs. 415-442-7800 415-442-7807 info@ggu.edu	Gary Allen 415-442-7270 415-442-7807	Peter Johnson 415-442-7203 415-442-7807 admission@ggu.edu	Margaret Hamilton 415-442-7220 415-442-7807 mhamilton@ggu.edu	Richard Fischenich 415-442-7207 415-442-7807 admission@ggu.edu	

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	General Information					Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts:	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
John F. Kennedy University **12 Altarinda Road** **Orinda, CA 94563**	Dedicated to mature students who want to continue their education, find new directions and discover higher meanings for their lives	Located in suburban Orinda, east of the Berkeley hills with campuses also in Walnut Creek and Campbell	•Primarily evening and weekend programs geared toward the working adult •Small classes taught by faculty who are both scholars and practitioners •Concurrent BA/MA, BS/MBA & BA/JD programs advantageous to students whose edu goal is a Master or Law degree			280	280	106	94	68	
La Sierra University **4700 Pierce Street** **Riverside, CA 92515**	To educate undergraduate & graduate students, promote research & contribute to the good of the society in a contemporray Christian context	Located in Riverside, So California. 1 hour to beach, mountains, desert. Semi-rural	•Can transfer any year •Advising available from faculty in student's majors •Student to faculty ratio 12:1	•Allied Health •Premed •Music		1,382		374	296		
Loma Linda University **Cottage 60** **Loma Linda, CA 92350**	To further the healing and teaching ministry of Jesus Christ "to make man whole" by educating ethical and proficient Christian health professionals and scholars and by providing comprehensive, competent, and compassionate healthcare for the whole person	Located in So California about 60 miles SE of L.A. It is an urban campus.	•Specific general ed courses must be completed before applying to LLU	•Physical Therapy •Occu Therapy •Radiation Therapy	•Physical Therapy •Occu Therapy •Radiation Therapy	922	922	1354	538	463	221

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Calendar					Transfer Requirements														
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Quarter					Qtr 45	Total = Qtr 105; no max on transfer from 4-yr		No	No	No	No	Yes	Varies by program	Required	2.0	No max	Yes	No	No
Quarter	F97: W98: S98:			x x x	Qtr 12			Yes	No. But Alg I or II Geometry or Trig or Pre-Cal recommended	No. But, 4 yr sec school recommended	No. But, 2 yr of same lang of HS recommended	No	Required Advisory, professional, teachers	Required	2.0	none	Yes	Required (or ACT) for freshmen placement purposes	Required (or SAT) for freshmen placement purposes
Quarter	F97: W98: S98: Su98:	3/1 – – –	11/1	1-98 3-98 –	Qtr 96	Qtr 96	2	NA	Yes; Int. Algebra for most prgms; Coll Algebra for Cytotech Med Tech, Masters Phy Therapy	Yes; complete year of Engl. Comp.	No; may be taken as humanities option	Yes	Required 3 min from acdemic or employment	Recommended	varies	0	Yes 1 -2 course limit	No	No

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Transfer Requirements

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JFK University	Yes	No	No	Yes for all students who've attended a com college	No	Yes. Liberal Arts: pass comp exams in writing research, lib research & critical thinking or take approved courses. Bus Admin: comp exams in writing or take approved courses	No	Yes; award credit for knowledge gained thru life experience, if knowledge is relevant to degree	Yes. Provided the Critical Thinking course has a strong writing component			Qtr 90	Credit allowed if com college allows repeats of course	
La Sierra	Yes 550	No; if completed Engl sequence at a college level - not required for transfer	Yes; for all students with graduation date and final	Yes; for all transfer students	Yes; if HS counselor certifies need-based	Yes SAT or ACT for freshmen	No; if proper Engl and Math courses are taken in college. Placement tests are not required for transfers		No	No		Qtr 87	When a course is repeated only the GPA of the repeated class is calculated	Yes; at least 12 quarter units of transferrable college courses
Loma Linda	Yes 550	No	Yes for all students unless if s/he has a bachelor's degree or higher	Yes; requires all transcripts to be sent from school to school thru mail, incl. com colleges	No	No	No	No	No	No		Qtr 96	Any course may be repeated. Will use only the repeated grade in GPA calculation	Yes; 3.3 GPA for MPT minimum

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Costs				Financial Aid			Grad Rate		Contacts						
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$7,056	$27	NA	$880	44%	varies				Name: Phone: Fax: E-mail:	Ellena Bloedorn 510-258-2212 510-254-6964	Cathy Garwood 510-258-2217 510-254-6964	Ellena Bloedorn 510-258-2212 510-254-6964	Ellena Bloedorn 510-258-2212 510-254-6964	Sherri Hedman 510-258-2339 510-254-6964	
$13,800	$225	$6,030	$600	85%		Yes; Transfer Student Scholarship - strictly GPA, first yr only. 3.7 - 4.0 =$1500; 3.5 - 3.69 =$1000; 3.2- 3.49 = $900			Name: Phone: Fax: E-mail:	Myrna Costa 909-785-2176 909-785-2901 mcosta@lasierra.edu	Marilyn Dietel 909-785-2175 909-785-2901 mdietel@lasierra.edu	Tom Smith 909-785-2006 909-785-2447 tsmith@lasierra.edu	Tom Smith 909-785-2006 909-785-2447 tsmith@lasierra.edu	Myrna Costa 909-785-2176 909-785-2901 mcosta@lasierra.edu	
Varies by programs $11-13,000 for AS; $18-21,000 for BS.MPT	NA	$630/Qtr; double occupancy	$1,500 to $2,500	82%	$12,000				Name: Phone: Fax: E-mail:	Joyce Hopp 909-824-4545 909-824-4291	Charlene Vizcarra 909-824-4509 909-824-4879	Maggie Tan 909-824-4961 909-824-4291		Martin Aquirre 909-824-4955 909-824-4879	

[illegible]			General Information				Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts:	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
Loyola Marymount University **Loyola Blvd at West 80th St.** **Los Angeles, CA 90045**	One of the 28 Jesuit colleges nationally, is committed to academic excellence and education for leadership and service	Located in Westchester, southwest suburb of L.A, 5 minutes from the ocean	•Additional housing is being contracted, enabling more transfers on campus housing •New major in animation will start Fall 1997 •Application deadline for F97 is July 1	•Film •Communication Studies	•Film •Communication Studies	3,967		1042	657	324	225
Marymount College **30800 Palos Verdes Dr East** **Rancho Palos Verdes, CA 90275**	Private 2 -yr college devoted to the acquisition of the Associate degree and transfer to four-year institutions	Located in the Palos Verdes Pennisula in So. California	•92% of Marymount graduates sucessfully transfer to four-year institutions			830					
Mills College **5000 MacArthur Blvd.** **Oakland, CA 94613**	Women's college committed to a broad-based education in the liberal arts	Located in Oakland, in the San Francisco Bay area with 135 park-like acres	•Students may apply with any number of credits (i.e., 2 full years are not required) •Cross registration available at 12 area colleges, including UC Berkeley.	•English •Psychology •Communication		866	na	310	222	122	na

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Calendar					Transfer Requirements														
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Semester	F97: W98: S98:	4/1 -- 12/1		7/1 -- 12/1		Sem 90	6 dep upon major	No	No for most majors	No, but, highly recommended & expected	No	No	Recommended 1 by teacher or counselor	Recommended	2.75	None	Yes in some cases	Required only if transferring with less than 30 sem units	Required only if transferring with less than 30 sem units
Semester	F97: W98: S98:			x x x					No	No	No	No	No	No			Yes	No	No
Semester	F97: W98: S98:	3/2 -- 11/1		8/1 -- 8/1	3 Sem	Qtr 100 Sem 67	4	No	No	No	No	Yes	Required 2 from college instructors	Recommended	3.0	0	Yes	Required for all students under the age of 23	Required for all students under the age of 23

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If no, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
Loyola Marymount	Yes 550	Yes; min C grade in Engl Comp.	Yes; HST not necessary, in most cases, for admissions decision; will be required at enrollment	Yes; all college transcripts required to determine admissibility	Yes; fee waiver from present school usually expected	English for most transfer students	No; if student is transferring in math credit	No	No	No		Qtr 90 Sem 60	Most recent grade is the only one used in computing GPA	Yes; for most majors students have a min of 30 sem hours with a min 2.75 GPA. Impacted majors (Film Comm. Studies) need min 3.0 to be considered
Marymount	No		Yes	Yes	Yes; College Board fee waivers as requested from applicant	Yes	Yes	No						
Mills	Yes 550	No	Yes; for all students high school transcript is required	Yes; required of all students if they enrolled in community college (or any college for that matter)	Yes; student writes requesting waiver	Yes; Mills College English Placement Exam	Yes; Exemption granted if English IA taken at another institution	No	No	No		Qtr 90 Sem 60	The course taken last is considered for credit	Students do not need to complete 60 semester units in order to apply for transfer admission

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Costs				Financial Aid			Grad Rate		Contacts						
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$16,296	$334	$6,500	$1,800	70%		No			Name: Phone: Fax: E-mail:	Matt Fissinger 310-338-2750 310-338-2797 admissn@lmumail.lmu.edu	Donna Palmer 310-338-2753 310-338-2793	Dale Marini 310-338-2750 310-338-2797 dmarini@lmumail.lmu.edu	Dale Marini 310-338-2750 310-338-2797 dmarini@lmumail.lmu.edu		
$13,100	$130	$6,630				No			Name: Phone: Fax: E-mail:	Nina Lococo 310-377-3301 310-377-6223 nlococomarymountpv.edu	Leslie Butler 310-377-3301 310-377-6223	Francie Miller 310-377-3301 310-377-6223	Pam Schachter 310-377-3301 310-377-6223	Heidi Russell-Kollkoten 310-377-3301 310-377-6223	Doug Wade 310-377-3301 310-377-6223 (Weekend College)
$15,260	$874	$6,480	$1,000	77%	$16,235	Yes. 2 $5,000 Transfer Scholarships awarded for fall admission; given based on merit and in consideration of financial need			Name: Phone: Fax: E-mail:	Jean Ann Flaherty 510-430-2135 510-430-3314 www.mills.edu	Roberta Johnson 510-430-2134 510-430-3314				

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	General Information					Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts:	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
Mount St. Mary's College 12001 Chalon Road Los Angeles, CA 90049	To educate women who will make a difference in their professions, communities and in their lives	Located in the Santa Monica mountains in So California, an urban campus	•Catholic women's college with 2 campuses and 22 academic programs. Men admitted to nursing, music, physical therapy asst. •Students can transfer with less than 66 units •Prerequisites are not necessary to transfer except in nursing	•Nursing •Biology •Edu and English	•Nursing	1,609	935	281	227	116	108
Otis School of Art & Design 2401 Wilshire Blvd. Los Angeles, CA 90057	Is a community dedicated to the education of future professionals	Los Angeles, urban location	•Always call Otis for transfer application guidelines •Portfolio and units required for admission •Junior standing is highly competitive and unusual	•Fashion Design •Communication Arts •Fine Arts		691	na	188	134	69	na
Pacific Oaks College 5 Westmoreland Place Pasadena, CA 91103	Founded on Quaker principles of equity, simplicity, and dedication to individual human value. Offers holistic curriculum focusing on social justice that complements academics with training and practice in relationship skills.	Residential neighborhood in Pasadena, ten miles outside LA	•Main focus on education, early childhood and elementary •Accepts 76-94 units •Experiential education, considerable writing and life/work experience credit								

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Calendar	Calendar				Transfer Requirements															
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Semester	F97: W98: S98:	4/15 -- 11/1		x -- x	No min	Sem 66	2	Yes	No	No	No	Yes	Required 1	Recom-mended	2.25 (except nursing 2.7)	No	No	Required for transfer students who have less than 24 units at the college level	Required for transfer students who have less than 24 units at the college level
Semester	F97: W98: S98:	3/1 -- 12/1		x -- x	18 Sem	Sem72	0	No	No	No	No	Yes	Recommended 1-3 by art/design instructors	Recom-mended		0	Yes	No	No
Semester	F97: W98: S98:	6-28 -- 11-15			Sem 60	Sem 94		No	No	Yes; Freshmen Composition	No	Yes	Required 3 - professors, employers	Required for some programs		None	Yes	No	No

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If no, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
Mt. St. Mary's	Yes 550	No; only in spcl circumstances	If a students has less than 24 college units, they must submit a HS transcript	Yes; all transfer students who have previous college work must submit an official college transcript	Yes; students who attend some of our spcl programs (e.g., Afternoon at the Mount). Will accept College Board waivers. Decided case by case	Yes; Math, Chemistry, and Engl for students who have no previous coursework in the area and need to take a class	Yes; remedial work has been succeessfully completed, then tests are waived	No	No	No		Sem 60	Can repeat C- or lower, units counted once	No
Otis School of Art & Design	Yes 550	Yes; English Composition Credit	Yes; all applicants who do not have a BA, BS or BFA degree	Yes; for all students who have completed units for credit at community colleges	Yes; fee waivers from connecting office or meeting with admission counselor at office	Yes; English placement exam for all students	Yes; students with a previous BA, BS or BFA exempted.	No	No	No		Sem 70	Some repeated courses may be transferrable if repeated credit and grade appears on transcript	For sophomore standing applicants must have completed a min of 18 transferrable studio art/design semester units
Pacific Oaks	Yes 550	Yes; if English is first language	Yes; if applicant has less than 60 transferrable units	Yes; all	Yes; send request & reasons with application	No	No	Yes; must be 30 and have 3-5yrs of experience in human srvcs, earn units in assessment course	No	No				

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Costs				Financial Aid			Grad Rate		Contacts						
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$14,716	$500	$6,000	$650	85%			79%	4-yr	Name: Phone: Fax: E-mail:	Dean Kilgour 310-954-4251 310-954-4259 admissions@msmc.la.edu	Jim Whitaker 310-954-4190 310-854-4199 jwhitaker@msmc.la.edu	Jeanette Stone 310-954-4254 310-954-4259 admissions@msmc.la.edu	Mark Heidrich 310-954-4022 310-954-4029 mheidrich@msmc.la.edu	Jeanette Stone 310-954-4254 310-954-4259 admissions@msmc.la.edu	Meghan Chen 310-954-4141 310-954-4139 (Student Support Srvcs)
$14,900	$650	N/A	$2,000	80%	$12,395	Yes; Otis award for outstanding applicants (sophomore or junior). Various named scholarships in every major. Amounts vary according to need & merit.			Name: Phone: Fax: E-mail:	Michael Fuller 310-665-6820 310-665-6805 otisart@otisart.edu	Jaris Wise 310-665-6880 310-665-6805				
$4,740	$60	$9,000	$350	80%	$12,000				Name: Phone: Fax: E-mail:	Marsha Franker 818-397-1351 818-577-6144	Cecilia Schneider 818-397-1346 818-577-6144	Dena Walco 818-397-1325 818-577-6144	Dorothy Hamilton-John 818-397-1344 818-577-6144	Marsha Franker 818-397-1351 818-577-6144	ABLE (Admission by Life Experience) 818-397-1351 818-577-6144

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			General Information			Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts:	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
Pacific Union College **100 Howell Mountain Road** **Angwin, CA 94508-9707**	To prepare students for fellowship with God and service to Him through service to community	Located in the rural town of Angwin above the Napa Valley in North California	•Among the top 10 liberal arts colleges in the West in U.S. News & World Report •High academic standards •Ranked in top 10 for men/top 20 for women for medical school admissions in the U.S.	•Nursing •Business •Biology		1,544					
Patten College **2433 Coolidge Ave.** **Oakland, CA 94601**	Interdenominational Christian college dedicated to providing a liberal arts edu with a strong biblical studies emphasis	Beautifully landscaped campus in Oakland residential area	•Individual attention highly emphasized 12:1 student to faculty ratio •No min no. of transfer units •Christian env, culturally diverse	•Pastoral Studies •Liberal Arts •Org Management		550	385	75	72	68	
Pepperdine University **24255 Pacific Coast Hwy** **Malibu, CA 90263-4392**	To educate students for life through an atmosphere and curriculum that fosters morals, values, and spiritual growth	Located in Malibu, So California, suburban/rural	•A student may transfer anytime •2.7 is the minimum GPA required to transfer •Academic scholarship is available to transfer students who have a 3.5 GPA with 30 or more transferrable units at the time of application	•Accounting •Biology/Premed •Psychology		673	94	291	198	94	
Point Loma Nazarene College **3900 Lomaland Dr** **San Diego, CA 92106-2899**	To provide higher edu in the liberal arts, preparation for service & leadership in selected professions for students who desire such an edu in an env of vital Christianity in the evangelical & Wesleyan tradition	90 acre seaside campus in San Diego	•Avg class size is 27, faculty accessibility is excellent •Academic scholarships for transfer students starting at 3.2 GPA •Transfer Day every fall & spring semester	•Nursing •Education •Premed	•Nursing	2,491	196	597	374	196	158

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Calendar					Transfer Requirements														
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Quarter	F97: W98: S98:			x x x		Qtr 108		Yes	Yes; 2 yr HS math incl. algebra	Yes; 4 yr HS English	Recom-mended but not required	No	Required 3 - teacher, employer, pastor	No	2.0	0	Yes	SAT or ACT required	SAT or ACT required
Semester	F97: W98: S98:		7/31 – 11/30		No min	Sem 72	6	NA	Yes; interm. algebra	Yes; English Composi-tion	No	No	Required 2 - teacher, pastor or employer	Recom-mended	2.0	None	Yes	No	No
Semester	F97: W98: S98:	2/15 10/15 3/15	4/1	x x	Sem 30	70 CC	4	Yes	No	No	No	Yes	Required 2 - professor, friend	Recom-mended	2.7		Yes	No	No
Semester	F97: W98: S98:			x -- x	Sem 12	Sem 70 from CC Any # units from 4 yr college	3	No	College algebra recom-mended	Engl Composi-tion recom-mended	Recom-mended	Yes	Required 2 - prof, counselor, employer, pastor	No	2.0	none	No	Required	Required

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If no, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
Pacific Union	Yes 435	Yes; by an interview	Yes; all students	Yes; all students who have gone to community college	Yes; if a student makes request or turns in their application to the college in person	Yes; math and english anyone doesn't have SAT or ACT if they feel they are not placed correctly	Yes; based on SAT and ACT results and GPA and CPI from HS	No	No	No		Qtr 90	Any class a student earned a grade lower than C	Yes; must have a high school diploma or GED
Patten	Yes 500	No	Yes; students with less than 60 transfer units	Yes	No	Yes; Math & Engl for students who haven't taken intermediate Algebra or Engl Comp	Yes, if students have met above requirements	Yes, allowed by documentation only - written work, local exams, interview portfolio etc	No	No		Sem 62	May repeat courses, but only in courses where grade is lower than C	No
Pepperdine	Yes 550	Yes; B or higher in normal college Engl class	Yes; for all	Yes; those who have attended a community college	Yes; College Board form or detailed request	Yes; those who haven't taken any Engl, foreign lang. or math in college	Yes; those willing to start at the lowest level of the subject in question	No	No	No		Sem 60	Will follow the originating college's policy	No
Point Loma	Yes 550	No	Yes; for students with less than 24 transferrable units	Yes; students are required to submit official transcript from all colleges attended	Yes; write a ltr requesting that the application fee be waived	Yes; math, English, foreign lang		No	No	No		Sem 57	Courses can only be repeated 3 times, highest grade is taken	No

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Costs				Financial Aid			Grad Rate		Contacts							
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$13,530		$4,185	$3,100	75%	$8,000	Yes; student must have completed 39 qtr units with a min GPA of 3.25; amount $1,050			Name: Phone: Fax: E-mail:	Alvin Trace 707-965-6425 707-965-6432 atrace@puc.edu	Jerri Gifford 707-965-7200 707-965-6595	Susi Mundy 707-965-6673 707-965-6432 smundy@puc.edu	Susi Mundy 707-965-6673 707-965-6432 smundy@puc.edu	Monty Perry 707-965-6629 707-965-6432	
$6,672	$30	2,300 (room only)	$500	85%	$14,890	No	75%	3-yr	Name: Phone: Fax: E-mail:	Sharon Barta 510-533-8300 x265 510-534-4344	Dennis Clark 510-533-8300 x247 510-534-8969	Bob Olivera 510-533-8300 x283 510-534-8969	Dr. Rebecca Skaggs 510-533-8300 x238 510-534-8564	Sharon Hendricks 510-533-8300 x250 510-534-4344	Reggie Nichols 510-533-8300 x263 510-534-4344 (Degree Completion)
$20,140	$70	$6,860	$1,000	65%		No			Name: Phone: Fax: E-mail:	Sherry Woodroof 310-456-4392 310-456-4861 swoodroo@pepperdine.edu	Edna Powell 310-456-4301 310-456 1746 epowell@pepperdine.edu	Craig Means 310-456-4392 310-456-4861 cmeans@pepperdine.edu	Craig Means 310-456-4392 310-456-4861 cmeans@pepperdine.edu	Richard Dawson 310-456-4246 310-317-7403 rdawson@pepperdine.edu	
$12,224	$240	$4,970	$1,000	84%	$8,000	Yes; Academic Scholarship 3.2-3.49 GPA = $1,700; 3.5-3.69=$2,250; 3.7 and above = $3,500			Name: Phone: Fax: E-mail:	William Young 619-849-2225 619-849-2601 billyoung@ptloma.edu	Susan Tornquist 619-849-2426 619-849-2601 susantornquist@ptloma.edu	Claire Buckley 619-849-2576 619-849-2601 clariebuckley@ptloma.edu	Keith Bell 619-849-2548 619-849-2579 keithbell@ptloma.edu	Ron Fox 619-849-2520 619-849-2601 ronfox@ptloma.edu	

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General Information						**Enrollment Data**					
Name of Institution & Location	**Mission**	**Basic geographic information**	**Three important transfer facts:**	**Three most competitive majors**	**Three most impacted majors**	**F96 UG enrollment**	**Total F96 transfer enrollment**	**F96 Transfer applicants**	**F96 Transfer applicants accepted**	**F96 Transfer applicants enrolled**	**F96 CCC Transfer Applicants Enrolled**
Saint Mary's College of California P. o. Box 4800 Moraga, CA 94575	Dedicated to developing the student's capacities for responsible independent thought, spiritual growth, active citizenship, and a productive life	Located in Moraga, Contra Costa county, 20 miles east of San Francisco, suburban community	•Avg class size is 20, faculty student ratio 14:1 •Upon enrolling students must meet individually with the registrar to setup their courses & classes •Career Dev. Ctr. for internships, on-campus interviews during senior yr and for campus jobs	•Business •Psychology •Communications		2,200		536	394	185	114
Samuel Merritt College 370 Hawthorne Ave. Oakland, CA 94609	To prepare graduates in health-related disciplines to assume responsible roles as healthcare professionals and members of their communities	Urban campus located at Summit Medical Center	•While our nursing program remains competitive for admission, it is not an impacted program •Nursing curriculum has a strong clinical component emphasizing community-based health care •Students are accepted directly into nursing, not pre-nursing			309		140	90	38	
Santa Clara University Santa Clara, CA 95053	The education of the whole person within the Catholic & Jesuit tradition to graduate as men and women of competence, conscience and compassion	Located in Santa Clara (near San Jose) in N California, suburban	•Average class size is 27 •More than 90% of faculty are Ph.D's •Faculty are very accessible and welcome appointments	•Biology •Psychology •Communication		1,075	207	613	333	207	
Simpson College 2211 College View Dr. Redding, CA 96003-8606	To educate Christian students for service to Christ in a global context	Located in the Shasta recreation area of N California	•Strong Christian spiritual formation program integrated with solid academic core •Opportunity for global mission service •New majors – math, communication	•Liberal Arts •Psychology •Youth Ministry		614	123	418	296	123	

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Calendar					Transfer Requirements															
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Sem 4-1-4	P97: W98: S98:			x x x	Sem 23	Sem 64	10	No	Yes; algebra and geometry	No	No	Yes	Recom-mened	No	2.3		No	No	No
Semester	P97: W98: S98:	3/1 -- 9/1			Sem 30			No	Yes; 1 yr HS level algebra & Geo-metry w/ grade C- or higher	Yes; equiva-lent to Engl IA and Engl IB	No	Yes	Required 1-3 someone who can speak to potential as a nurse	Recom-mended	2.5		Yes; if equiva-lent to C- or higher	Required; either SAT or ACT of freshmen applicants	Required; either SAT or ACT of freshmen applicants
Quarter	P97: W98: S98:		5/15 10/15 1/15			Qtr 88 Sem 60	0		Yes; calculus for Bus 7 Eng. calculus or stats for arts & science	Yes; Engl Comp. 2 sem or 2 qtrs	No	Yes	Required 1 teacher	Recom-mended	3.5 for bus. 3.0 for arts & sci. & Eng.	0	No	Required; if under 30 sem or 45 qtr transferrable units	No; may be used if SAT not taken
Semester	P97: W98: S98:			x -- x					No	No	No	No	Required 1 professor 1 pastor	No	2.0		Yes	Required; if applicant has fewer than 30 satisfactory sem credits completed	Required; if applicant has fewer than 30 satisfactory sem credits completed

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If no, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
St. Mary's	Yes 525	No	Yes	Yes; all college transcripts	Yes; counselors need to attach a note describing circumstances	Yes; math is required. Engl & foreign lang optional	Yes; exemption can be granted depending on college courses completed and grades	No	No	No			Accept the higher grade	Yes; 2.0+ in the major and 2.0+ in last semester or greater before transferring
Samuel Merritt	Yes 550	No	Yes; all BSN students w/o previous 4 yr college degree	Yes; all students as applicable	Yes; statement from financial aid office or other campus official	No	No	No	No	No			For BSN students, most recent grade is counted in GPA	Yes; specific prerequisites are required for admission.
Santa Clara	Yes 550	No	Yes; for those with less than 45 qtr or 30 sem units	Yes; if student attended any comm or 4-yr college for any length of time	Yes; written request by counselor on official school letterhead			No	No	No		Qtr 88	C or below courses that are repeated the higher grade takes precedence & eliminate lower grade	Yes; permanent residents & international students must take TOEFL
Simpson	Yes 500	No	Yes; if student has fewer than 60 satisfactory sem coll credits completed	Yes; if student has attended a com college				No	No	No		Sem 62		

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Costs				Financial Aid			Grad Rate		Contacts						
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$15,880	$400	$7,020	$2,500	65%	$8,900	No			Name: Phone: Fax: E-mail:	Jennifer Wong 510-631-4224 510-376-7193 smcadmit@stmarys-ca.edu	Billie Jones 510-631-4370 510-376-2965	Wendy Murphy 510-631-4224 510-376-7193 smcadmit@stmarys-ca.edu		Louis Gccenok 510-631-4352 510-631-4651	
$14,560	$65	$3,330	$3,357	93%	$14,000	Yes; SMC Scholarship - need based award, avg. award $2,000, total awards available 25	87%	4-yr	Name: Phone: Fax: E-mail:	John Garten-Shuman 510-869-6727 510-869-6525 jgartenshuman@compuserve.com	Mary Robinson 510-869-6131 510-869-6525	John Garten-Shuman 510-869-6727 510-869-6525 jgartenshuman@compuserve.com	Alison Hill 510-869-6130 510-869-6525	Anne Seed 510-869-6610 510-869-6525 aseed@compuserve.com	Sonya Scott 510-869-6627 510-869-6525 (Scholars in Service)
$16,455	$400	$7,026	$2,500	72%	$10,806	No			Name: Phone: Fax: E-mail:	Charlene Aguilar 408-554-4700 408-554-5255	Sandra Hayes 408-554-4505 408-554-2154	Carlo Farina, S.J 408-554-4700 408-554-5255		Mark Clevenger 408-554-4700 408-554-5255	
$7,600	$824	$3,800	$500			No			Name: Phone: Fax: E-mail:	Marion Brown 916-224-5606 916-224-5627	Christopher Kinnier 916-224-5600 916-224-5627				Dorothy Putman 916-224-5600 916-224-2051 (Degree Completion)

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General Information						Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts:	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
United States International University **10455 Pomerado Road** **San Diego, CA 92131**	To promote the discovery and application of knowledge, the acquisition of skills and the development of intellect and character	160 acre campus in San Diego, suburban	•Small class size 15 -20 students •Multicultural, multinational •Campuses in San Diego, Nairobi, Mexico City	•Intl Bus Admin. •Bus Admin.							
University of Judaism **15600 Mulholland Dr** **Bel Air, CA 90077**	Liberal arts education with focus developing the future lay and professional leadership of the Jewish community	Located in Bel Air, a residential suburb of LA	•Predominantly Jewish but no religious requirements •Near-perfect graduate placement into first choice grad schools •Observe Jewish holidays and Kosher dining	•Jewish Studies •Pol Science •Psychology		109	31	27	14	9	6
University of the Pacific **3601 Pacific Ave.** **Stockton, CA 95211**	To provide a superior, student-centered learning env integrating liberal arts and professional educ and preparing individuals for lasting achievements and responsible leadership in their careers and communities	Located in the heart of the San Joaquin Valley, is a medium-sized city, about halfway between San Francisco and Lake Tahoe	•A medium-sized comprehensive university •Offers 100 majors in 8 schools and colleges •Avg class size of 25, student faculty ratio 15:1	•Pharmacy •Physical Therapy •Dentistry		2,758	747	1852	759	450	202
University of Redlands **1200 E. Colton Ave.** **Redlands, CA 92373-0999**	Committed to providing a personalized edu that frees students to make enlightened choices	Located in suburban So California, midway between LA and Palm Springs	•Small liberal arts univ with preprofessional programs •16:1 student to faculty ratio •Internship programs, intl. study and individualized study available	•Business •Education •English Writing		1,430	115	350	240	115	75

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Calendar					Transfer Requirements															
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Quarter	F97: W98: S98:			x x x		Qtr 108	4	Yes; up to 138 from all areas of transfer	No	No	No	Yes	Required 1 - teacher or employer	Recom-mened	2.0		Yes	Required; for first-time freshmen, domestic students only	Required; may be submitted in place of SAT. For first-time freshmen, domestic students only
Semester	F97: W98: S98:	4/15 -- 11/15			Qtr 1 Sem 1		6	NA	No	No	No	Yes	Required 2 - at least one academic	Recom-mended			Yes	Required; waived if 60 or more transferrable credits or ACT	Required; waived if 60 or more transferrable credits or SAT
Semester	F97: W98: S98:	3/2 -- 12/15		7/1 -- 12/15	Sem 30	Sem 70	2	Yes	No	No	No	Yes	Required 1 - instructor or academic counselor	Yes; for adult re-entry students	2.5	0	Yes	Yes; for students with less than 30 transferrable sem units	Yes; for students with less than 30 transferrable sem units (in place of SAT)
Semester	F97: W98: S98:	12-15 11-30 12-30		x x x	Sem 24	Sem 66 from com college	4 Sem units	Yes; subject credit only	Yes; a non-transferrable int. algebra course	Yes; college composition	No	Yes	Required 2 - teachers or counselors		2.5	None	Yes	No; if a student has 24 or more sem units of credit	No; if a student has 24 or more sem units of credit

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US Intl.	Yes 550	Yes; taking our Engl Proficiency Exam	Yes for all undergraduates	Yes; for all undergraduates with transfer credits	Yes; ltr from counselor stating fin need	Yes; Engl & Math for all students who haven't taken those college courses	Yes; for students who have already completed those courses	No	No	No		Qtr 90	Only the highest grade is calculated	No
Univ. of Judaism	Yes 550	Yes; if Engl is primary lang or strong SAT	Yes; for all	Yes; all who have attended a com college	Yes; certification of hardship by school counselor	Yes; Engl, math & Hebrew for all	Yes; extreme petition and/or willingness to start at the most fundamental course in each subject	No	No	No		Sem 90	Original grade appears on transcripts, but credits are calculated only for the repeat course; applies only to D & F grades; max 15 credits	No
UOP	Yes 475 for all 550 for Pharmacy	No	Yes; for students with less than 30 transferrable sem units	Yes; official transcripts for all academic work completed	Yes; submit a UOP form or a ltr from a counselor of fin aid office	Yes; no exemption from reading; C- or higher in Engl comp, College level math can waive writing and/or math	Yes	Yes Contact Univ. College, Adult Re-Entry Program	Yes			Sem 56	Both grades are averaged	Veterans, adult re-entry students may be given spcl consideration if it is determined that they have potential for satisfactory college work
Univ. of Redlands	Yes 500	Yes; credit for transferrable English courses	Yes; required for all applicants	Yes; official transcripts must be submitted from all colleges attended	Yes; applicant's counselor must submit a request in writing or by phone	Yes; writing exam required of all entering students and anyone who hasn't yet completed a calculus course must take the math placement exam	No for English. Yes; students who have taken a college level calculus class will be exempted from math placement exam	No	No	No		Sem 66	Only the repeated grade will be used in recalculating the GPA	No

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Costs				Financial Aid			Grad Rate		Contacts						
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$11,445	$300	$4,800	$660			No			Name: Phone: Fax: E-mail:	Darla Wilson 619-635-4772 619-635-4739 usiu-adm@usiu.edu	Martina Moncada 619-635-4559 619-635-4848	Sharon Adams 619-635-4772 619-635-4739 usiu-adm@usiu.edu	Sharon Adams 619-635-4772 619-635-4739 usiu-adm@usiu.edu	Kieu Vo 619-635-4772 619-635-4739 usiu-adm@usiu.edu	
$12,880	$459	$6,653	$859	85%	$9,100	Yes; 4 awards at $5,000/yr, renewable - for general excellence	88%	3-yr	Name: Phone: Fax: E-mail:	Richard Scaffidi 310-476-9777 310-471-3657	Jodi Ehrenberg 310-476-9777 310-471-3657	Marc Purchin 310-476-9777 310-471-3657	Paul Feldman 310-476-9777 310-471-3657		
$17,910	$345	$5,526	$710	78%	$17,400	Yes; Tri-Country Transfer Scholarship; CCC Scholarship; Commended Transfer Scholarship			Name: Phone: Fax: E-mail:	Ed Schoenberg 800-959-2867 209-946-2413 eschoenb@uop.edu	Lynn Fox 209-946-2421 209-946-2406 lfox@uop.edu	Dave Hamlett 800-959-2867 209-946-2413 dhamlett@uop.edu	Dave Hamlett 800-959-2867 209-946-2413 dhamlett@uop.edu	Barbara Brissenden 800-959-2867 209-946-2413 bjoya@uop.edu	Lisa Rhone 800-959-2867 209-946-2413 lrhone@uop.edu **(Underrepresented Student Recruitment)**
$18,300	$225	$7,096	$600	70%	$11,500	No; students may compete for merit awards in music, writing, debate and art	70%	3-yr	Name: Phone: Fax: E-mail:	Paul Driscoll 909-335-4074 909-335-4089 adpdrisc@uor.edu	Bethann Corey 909-335-4047 909-335-2029 fabcorey@uor.edu	Arlene West 909-335-4074 909-335-4089 adawest@uor.edu	Beverly Niss 909-335-4057 909-335-2029 rgbniss@uor.edu	Karen Raffius 909-335-4074 909-335-4089 adkraftu@uor.edu	Judy Bowman 909-335-4079 sdstrac@uor.edu **(Student Academic Services)**

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General Information						**Enrollment Data**					
Name of Institution & Location	**Mission**	**Basic geographic information**	**Three important transfer facts:**	**Three most competitive majors**	**Three most impacted majors**	**F96 UG enrollment**	**Total F96 transfer enrollment**	**F96 Transfer applicants**	**F96 Transfer applicants accepted**	**F96 Transfer applicants enrolled**	**F96 CCC Transfer Applicants Enrolled**
University of San Diego **5998 Alcala Park** **San Diego, CA 92110**	Catholic liberal arts university dedicated to teaching with values oriented edu and fostering awareness of serious responsibility toward all humanity	Urban San Diego; southern most California	•Transfers make up 1/4 of every incoming class •Housing is guaranteed for whole college career •Have a spcl transfer orientation			4,107	1000	702	514	293	152
University of San Francisco **2130 Fulton Street** **San Francisco, CA 94117**	Challenging the student to develop the knowledge, skills and flexibility necessary to gain wisdom	Located in a 55 acre campus in an urban environment overlooking downtown San Francisco and the Pacific Ocean	•Small, Catholic, Jesuit, liberal arts University •Students to faculty ratio 17:1 •Diverse student body representing all geographic sections of US and over 70 countries	•Nursing •Biology		3,622		1,163	941	432	217
University of Southern California **University Park** **Los Angeles, CA 90089-0911**	Among the premier research universities in the nation, USC provides undergrads with access to the latest scholarship as well as outstanding academic and professional programs	Located in downtown LA	•Welcomes between 1300 - 1500 new transfer students each yr •Has articulation agreements with all Calif community colleges •Offers scholarships to outstanding transfer students thru its Transfer Scholars Partnership Program	•Cinema Television •Business •Engineering		15,026		4,447	2,179	1,373	
University of West LA **1155 W. Arbor Vitae St.** **Inglewood, CA 90301-2902**	Quality programs in paralegal edu at a moderate cost to men and women from diverse educational, cultural, ethnic and age backgrounds	Located in So California, in LA	•All applicants are transfers; not admitted directly from HS •Counseling provided to plan transfer program at CC •Most students are working adults attending part-time			108	108	29	25	15	15

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Calendar					Transfer Requirements														
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Semester	F97: W98: S98:	1/15 – 11/1	4/15 – 12/1		Qtr 36 Sem 24	No max	varies	Yes	No	No	No	Yes	Required 1 professor	No	2.7	None	Yes	Recommended; if less than 24 units completed, SAT or ACT	Recommended; if less than 24 units completed, SAT or ACT
Semester	F97: W98: S98:	2/15 – 12/15		x – x	Qtr 36 Sem 24	Qtr 105 Sem 70	9	No	No	No	No	Yes	Required 1 - teacher or counselor	No	2.0	0	Yes	Yes; for student who has less than 24 sem transferrable units	Yes; for student who has less than 24 sem transferrable units
Semester	F97: W98: S98:	3/1 – 11/1			Qtr 45 Sem 30	Qtr 96 Sem 64	4	Yes	Yes Int. algebra	Yes Engl Comp.	No	Yes	No	No	3.0	6	Yes	No	No
Trimester	F97: W98: S98:			x x x	Sem 30	Sem 69	5	No	No	Yes, English I	No	Yes	No	Recom-mended	2.0		Yes	No	No

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Transfer Requirements

Institution	TOEFL required? Min score accepted?	Can TOEFL be waived? How?	High school transcript required?	Community college transcript required?	Application fee waivers granted?	Placement tests used for course advising after admission?	Are there exemptions granted from taking placement tests?	Credit for Life Experience?	IGETC or CSU General Ed-Breadth Pattern accepted?	If no, does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	If yes, to what extent does completion of IGETC or CSU General Ed-Breadth Pattern affect eligibility?	Min no. of units required to achieve junior standing?	Policy on "repeated courses"	Other requirements?
Univ. San Diego	Yes 550	Yes; satisfactory completion of US College Eng Comp & Lit course	Yes; proof of graduation , either transcripts or diploma required	Yes for all CC transfers	Yes; transfer counselors must fill out fee waivers request for students	Yes; math & foreign lang tests if those courses not already completed	Yes; only if college algebra and all 3 sem foreign lang completed, or if Engl is second lang, foreign lang requirement waived	No	No	No		Varies	Will accept a reasonable no. of repeated courses	No
Univ. San Francisco	Yes 550	Yes; verbal SAT of 480 and above	Yes; for student who has less than 24 sem transferrable units	Yes; all transcripts from all colleges previously attended	Yes; send a request with application explaining the reasons s/he can't pay the fee	Yes; everyone takes a placement testing for verbal and math	No	Yes; have a program called College of Prof Studies for Adult Learners	No	Yes	Will substitute those for USF's GEC. Still need to fulfill Philosophy and Theology	Sem 60	Take the avg. grade for the repeated course	No
USC	No		Yes; all students	Yes; all students	Yes; if a student is receiving fin aid, a fee waiver will be granted	No	No	No	No	No		Sem 64	We avearge grade of repeated course	No
Univ. West LA	Yes 500	Yes; 30 units completed in US or foreign courses taught in Engl, per evaluation	No	Yes for all students	No	No	No	No	No	No		Sem 60	Only transfer C or greater; can repeat as need to get C	No

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Costs				Financial Aid			Grad Rate		Contacts							
Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$14,850	$100	$7,000	$2,200	60%		No	85%	com-bined	Name: Phone: Fax: E-mail:	Warren Muller 619-260-4506 619-260-6836	Judith Lewis Logue 619-260-4514	Kit Phelps 619-260-4506 619-260-6836 admissions@acusd.edu	Jorge Huinquez 619-260-4506 619-260-6836	Kit Phelps 619-260-4506 619-260-6836 admissions@acusd.edu	
$15,846	$100	$7,260	$750	58%	$12,490	No			Name: Phone: Fax: E-mail:	William Henley 415-422-6563 415-422-2217 henley@usfca.edu	Susan Murphy 415-422-6303 415-422-6084 murphy@usfca.edu	Virginia Rios 415-422-6563 415-422-2217 rios@usfca.edu	Virginia Rios 415-422-6563 415-422-2217 rios@usfca.edu	Angela Rice 415-422-6563 415-422-2217 rice@usfca.edu	Dena Davis 415-422-6876 415-422-5906 davis@usfca.edu (Academic Support Srvcs)
$19,516		$6,714	$2,814	70%		No			Name: Phone: Fax: E-mail:	Duncan Murdoch 213-740-1111	Cathy Thomas 213-740-1111	Ann Rike 213-740-1111	Edwenna Werner 213-740-1111	Judith Jurek 213-740-1111	USC Admission Ctr 213-740-6616 (Transfer Days)
3,510 (part-time)	$120 per term		$300	75%	varies	No			Name: Phone: Fax: E-mail:	Joel Abeno 310-342-5200 310-342-5295	Ray Dominguez 310-342-5200 310-342-5295	Joel Abeno 310-342-5200 310-342-5295	Joel Abeno 310-342-5200 310-342-5295	Scott Dicks 310-342-5200 310-342-5295	

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		General Information				Enrollment Data					
Name of Institution & Location	Mission	Basic geographic information	Three important transfer facts	Three most competitive majors	Three most impacted majors	F96 UG enrollment	Total F96 transfer enrollment	F96 Transfer applicants	F96 Transfer applicants accepted	F96 Transfer applicants enrolled	F96 CCC Transfer Applicants Enrolled
Westmont College 955 La Paz Road Santa Barbara, CA 93108-1099	To provide a high quality undergrad liberal arts program in a residential campus community that assists college men and women toward a balance of rigorous intellectual competence, healthy personal dev, and strong Christian commitments	Located in Montecito, a beautiful wooded suburb, nestled in the Santa Ynez mountains, minutes from the Pacific Ocean, 90 miles North of LA	•Visits & supports Transfer Ctrs at a no of com colleges, holds articulation agreements with most •Transfers meeting academic requirements are eligible to enroll in honors classes •Merit awards available to transfers meeting specific academic requirements	•Biology •Economics & Business •Communication Studies		1,320	211	257	181	91	46
Whittier College 13406 E. Philadelphia St Whittier, CA 90608	To educate students in an atmosphere where they can learn, acquire skills and form attitudes and value appropriate for leading and serving in a global society	Suburban campus located 20 miles southeast of LA	•Generous Scholarships - need-based aid •Strong faculty/student relationship and interactive learning & teaching •Individual attention throughout the application process	•Business •Psychology •Pol Science		1,301		296	167	84	62
Woodbury University 7500 Glenoaks Blvd. Burbank, CA 91510-7846	Integrates liberal and professional studies in its programs in Business, Design, Architecture, & Arts & Science	Located in Burbank, nestled on a 22-acre campus at the base of the Verdugo foothills	•Nearly 50% of entering students are transfers •Architecture is accredited by NAAB; Interior Design by FIDER •Newest major is Animation Arts	•Architecture •Animation Arts		1,132	108	252	167	108	67

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Calendar					Transfer Requirements														
Calendar	1997-98 Transfer application deadlines				Min no. of units required	Max no. of units accepted	Max no. of P.E. units accepted	Credit for courses completed beyond max no. of units accepted?	Math requirement?	English requirement?	Foreign language requirement?	Essay required?	Recommendations required/recommended? How many? By whom?	Interview required/recommended?	Min transfer GPA	Max ESL units accepted	Pass/Fail or Credit/No Credit accepted?	SAT required?	ACT required?
		Priority	*Firm*	*Rolling*															
Semester	F97: W98: S98:	4/14 – 11/1			Applicants may be considered regardless of no. of units	Qtr 96 Sem 64	8	Yes	Yes; Min 500 on SAT I or A.P. score of 4 or 5 on math exam	Yes; min 500 on SAT II, a min score of 27 on ACT or A.P. score of 4 or 5	Yes; 2 yrs of same lang in HS	Yes	Recommended Academic (teachers or prof), Personal	Recommeded	2.0 for 4-yr 2.5 for com min grade C-	none	Yes	Required for applicants with less than 24 transferrable units	Required for applicants with less than 24 transferrable units
Semester	F97: W98: S98:	4/15 – 12/1		x – x		Qtr 105 Sem 70	16 (4 yrs)	Yes	No	No	No	Yes	Required 2 teacher or professor	Recommended	2.5	0	Yes	Yes; for students with less than 30 academic units at college level	Yes; for students with less than 30 academic units and no SAT scores
Semester	F97: W98: S98:	4/15 – 12/1				Sem 81	No max	Yes	No	No	No	Yes	Required 2 instructor	Recommended	2.0	0	Depends on criteria	Required for students with under 30 sem units or ACT	Required for students with under 30 sem units or SAT

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Transfer Requirements

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Westmont	Yes 560	Yes; SAT I	Yes; for applicants with less than 24 transferrable units	Yes; for all transfer students	Yes; fee waiver form from counseling office	No	Yes; if courses for the competency requirements have been taken prior or acceptable test scores	No	No	No		Qtr 89 Sem 59	The higher course grade is accepted	No
Whittier	Yes 550	No	Yes; for all students who don't have a GED	Yes; for all students	Yes; granted based on fin need. Ltr or waiver form from school official required	Yes; math for students who haven't completed college algebra or above	Yes for students who have completed college algebra or above	No	No	No		Qtr 90 Sem 60	Repeated courses will be counted only once for credit and the higher grade will apply	No
Woodbury	Yes 550	Yes; completion of Freshmen Composition	Yes for all applicants; will accept GED also	Yes for all applicants	Yes; should be approved thru college counselor or college fin aid office	Yes; english, math, grammer tests	No	No	No	No		Sem 60	Most recent course receives credit all others do not	Yes; Portfolio review recommended, but not required after admission. Animation Arts - portfolio review required

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Tuition (annual)	Fees (mandatory only)	Room and Board (Full)	Total Books, Supplies and Incidentals (estimate)	% transfer students who receive any financial support	Avg. total award package for new transfer students	Grants or scholarships specifically or soley for transfer students?	Graduation rate for transfer students who enroll at your campus	Indicate whether the rate is a 2-yr, 3-yr or 4-yr grad rate		Dean/Dir Admission	Dean/Dir Financial Aid	Dir/Coordinator of Transfer	Articulation Officer	Intl. Admissions Advisor	Outreach &Support/Retention Programs
$17,486	$512	$6,048	$2,064	80%	$12,000	Yes; depends on GPA & units completed, ranges from $2,000 to $3,500			Name: Phone: Fax: E-mail:	David Morley 805-565-6003 805-565-6234 dmorley@westmont.edu	Alice Meyers 805-565-6063 805-565-5634 ameyers@westmont.edu	William Wright 805-565-6060 805-565-6234 wwright@westmont.edu	William Wright 805-565-6060 805-565-6234 wwright@westmont.edu	Sandra Lyon 805-565-6226 805-565-6234 slyon@westmont.edu	Curt Whiteman cwhiteman@westmont.edu (Seminars for Successful Scholars)
$17,800	$288	$6,047	$2,590	89%	$18,200	Yes. John Greenbaf Transfer scholarship - $2 - 4,000/yr, Alpha Gamma Sigma Lifetime Mbr scholarship, Talent scholarships in Art, Music, Theatre			Name: Phone: Fax: E-mail:	Doug Locker 562-907-4238 562-907-4870 dlocker@whittier.edu	Janice Adams 562-907-4285 562-907-4870 jadams@whittier.edu	Brett Schrader 562-907-4238 562-907-4870 bschraeder@whittier.edu		Urmi Kar 562-907-4238 562-907-4870 ukar@whittier.edu	
$15,150	incl. in tuition	$5,685	$2,754	55%	$10,596	No			Name: Phone: Fax: E-mail:	Patrick Contrades 818-767-0888 x226 818-767-7520	William Wagoner 818-767-0888 x220	Cathy Schertle 818-767-0888 x222 818-767-7520	Jill Tronvig 818-767-0888 x372	Landry Tagliere 818-767-0888 x223 818-767-7520	Ellen Campbell 818-767-0888 x262 (Weekend College)

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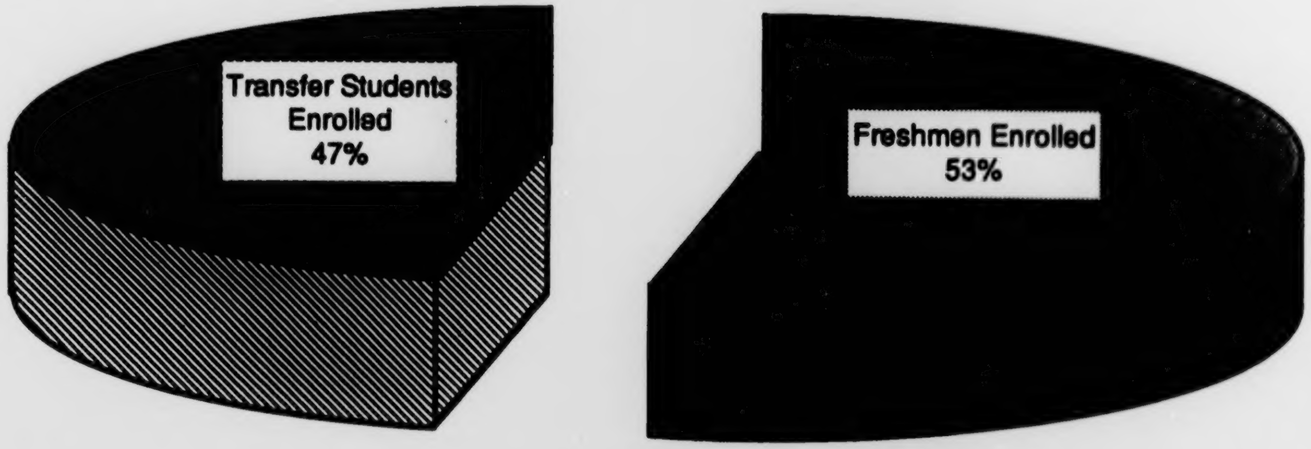
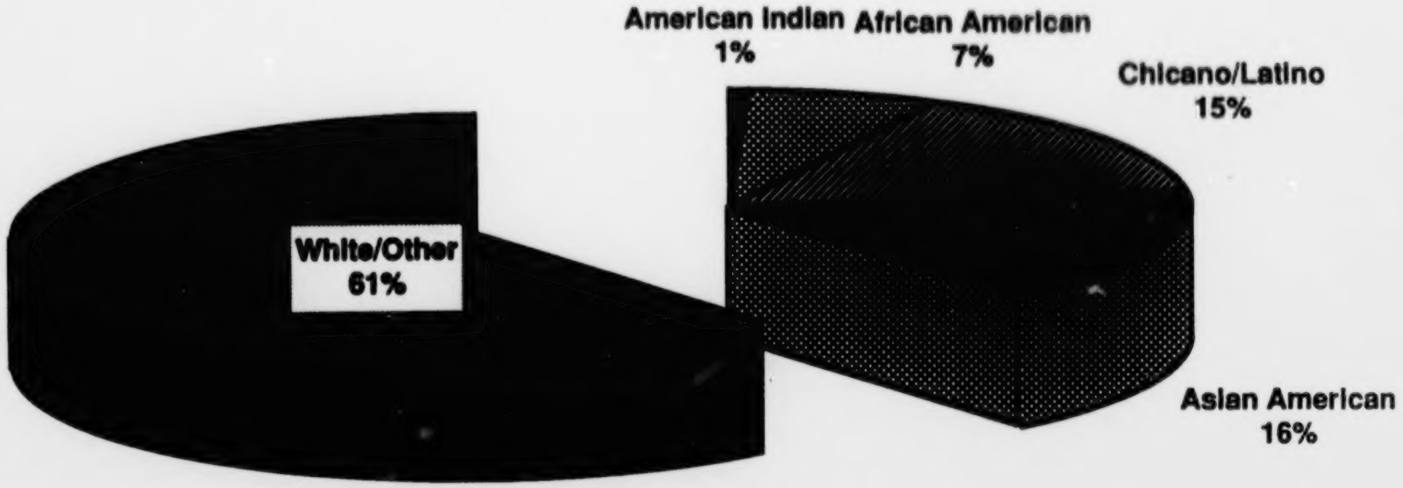
INDEPENDENT COLLEGE QUICK FACTS

Freshmen and Transfer Students Enrolled at AICCU Institutions, 1995-96



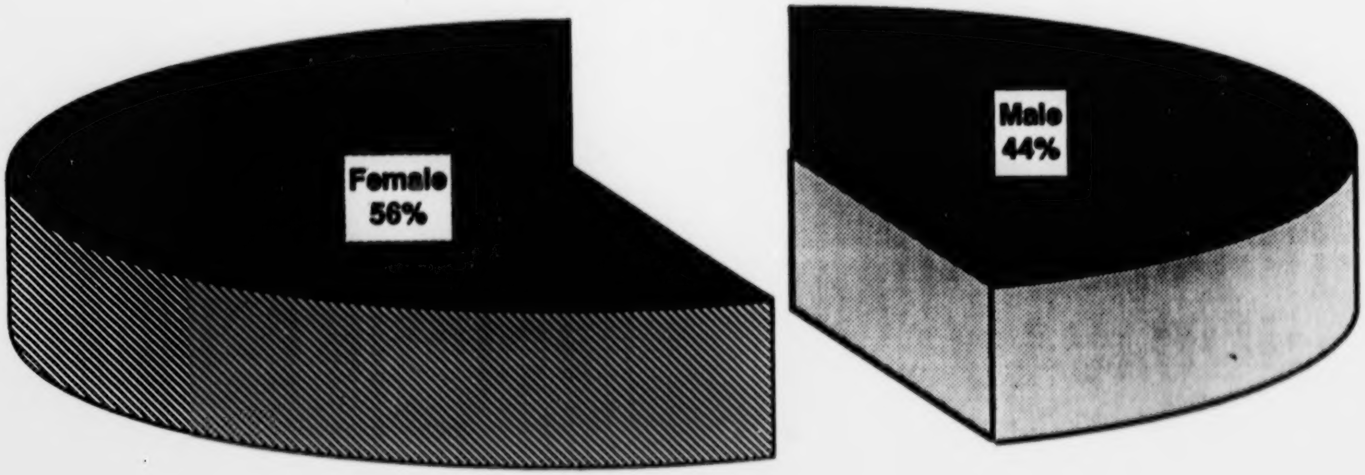
Source: The Guide to Students, Parents, and Counselors, 1996-97

AICCU
Domestic Undergraduate Enrollment by Ethnicity, Fall 1996



Source: IPEDS Fall Enrollment Surveys

AICCU
Undergraduate Enrollment by Gender
Fall 1996



Source: *IPEDS Fall Enrollment Surveys*

Financial Aid for Independent College Transfer Students

75% of transfer students receive financial aid

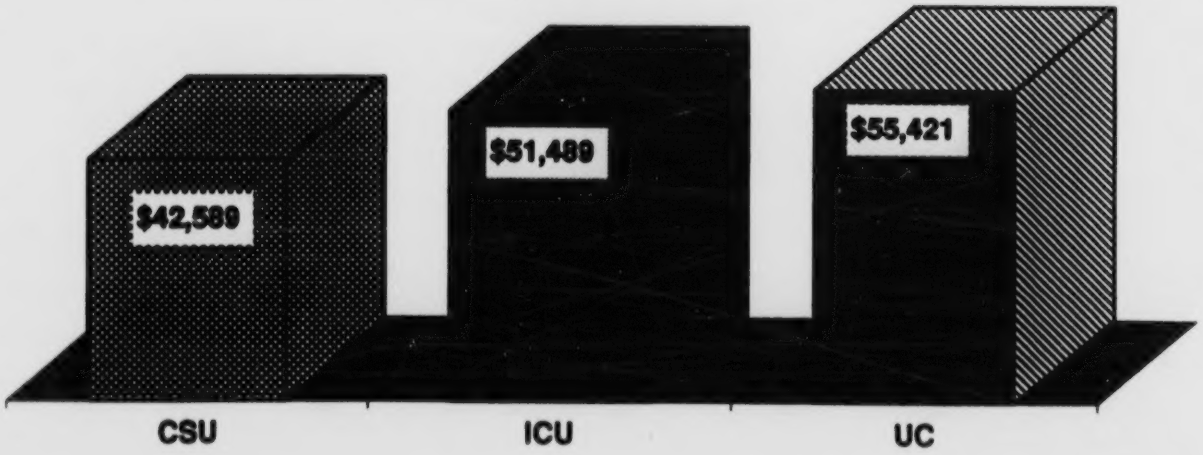
Average financial aid package for new transfer student is $12,730

313

314

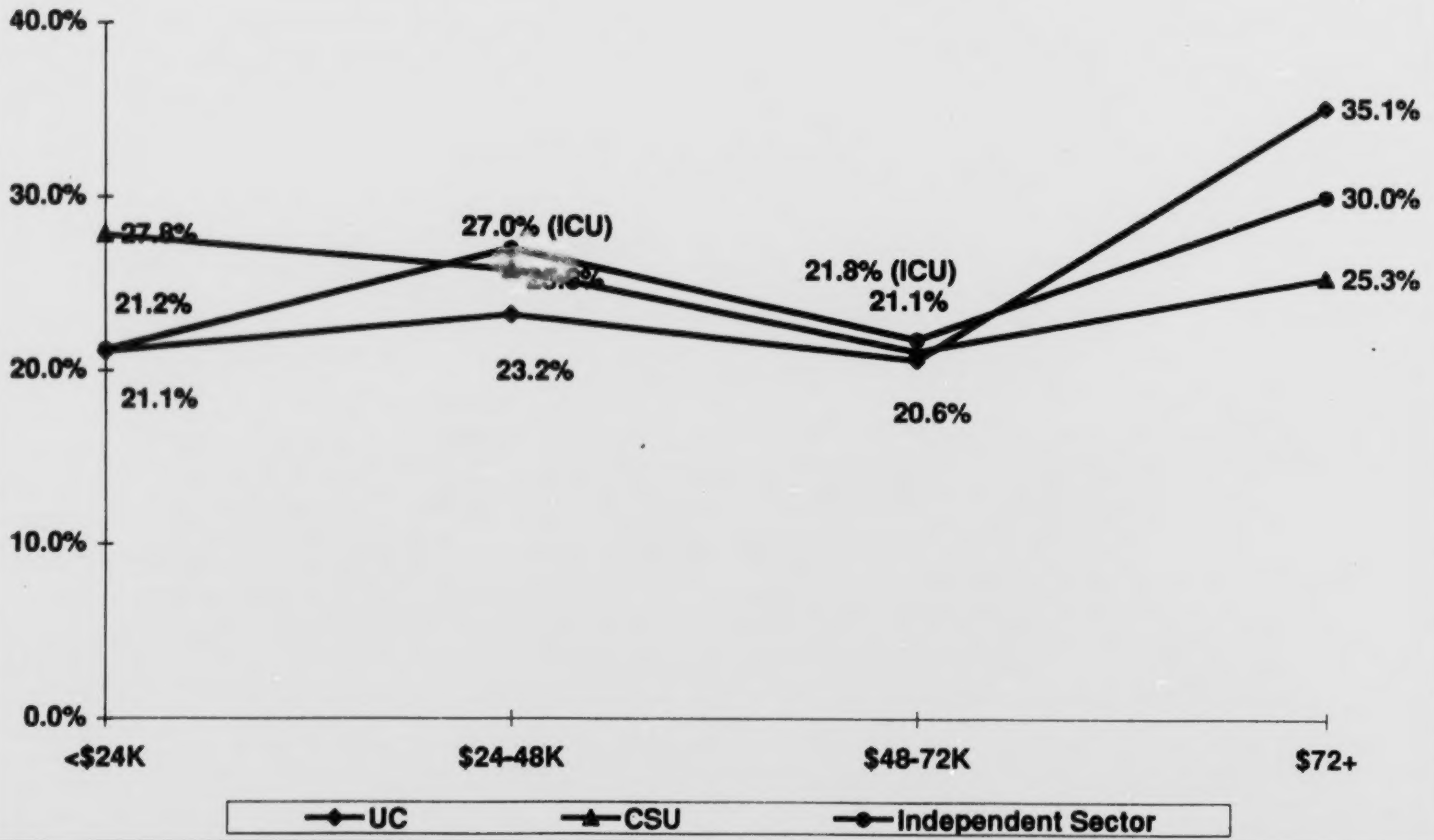
Source: AICCU Transfer Student Survey, 1997

Median Parental Income of Dependent Undergraduates at California Four-Year Institutions, 1994-95



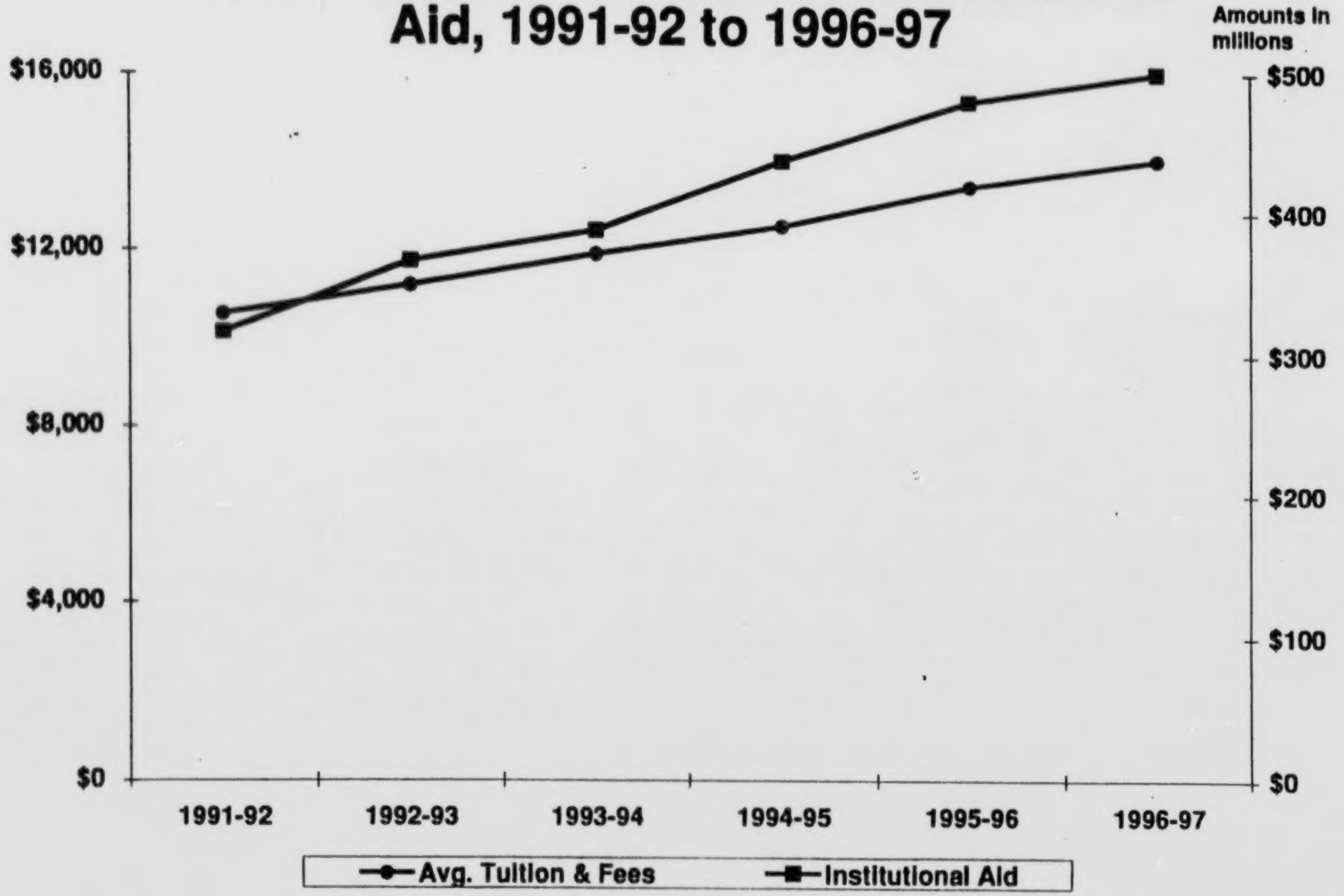
Source: SEARS, 1994-95

Enrollment Percentages by Income level, by Segment



Source: SEARS, 1994-95

Tuition Growth Vs. Growth in Institutional Aid, 1991-92 to 1996-97



Source: IPEDS Finance Surveys; The Guide, 1991-92 to 1996-97

AICCU

Notes

Notes

ENHANCING STUDENT TRANSFER

1868

ENHANCING STUDENT TRANSFER:

A MEMORANDUM OF UNDERSTANDING BETWEEN THE CALIFORNIA COMMUNITY COLLEGES AND THE UNIVERSITY OF CALIFORNIA

The California Community Colleges and the University of California recognize student transfer from community colleges to public and independent universities as central to providing accessibility to a baccalaureate education for the citizens of California. Building on collaborative efforts of the past decade, the California Community Colleges and the University of California are prepared to work together to reinvigorate and to strengthen transfer student academic success across the two systems, and to continue their commitment to provide access and educational opportunities to a diverse student body.

The *Master Plan for Higher Education* establishes transfer as a priority for California's colleges and universities, and beginning in 1985, the higher education community undertook a number of initiatives to strengthen the transfer process. In 1991 Senate Bill 121 (Hart) emphasized that a strong transfer function was the shared responsibility of the California Community Colleges, the California State University and the University of California, and included a number of provisions designed to enhance collaboration in support of student transfer.

Also in 1991 the California Community Colleges, California State University and the University of California agreed upon a Statement of Common Principles for strengthening the transfer process. Within these principles the systems recognized transfer as critical to providing access to higher education, and as "central and essential" to California's commitment to educational equity.

In order to build on these efforts and to further their commitment to ensuring students an efficient transfer process and a quality transfer education that leads to attainment of the baccalaureate degree, the California Community Colleges and the University of California adopt the following understandings:

I. PROVIDING ACCESS AND OPPORTUNITY

The California Community Colleges and the University of California have a shared commitment to providing both access and opportunity for students seeking to transfer and to obtain a baccalaureate degree, including students from groups that have had traditionally low University eligibility rates. As such, the California Community Colleges and the University of California establish a mutual goal to increase enrollment of community college transfers from 10,900 in 1995-6 to 14,500 or more students by the year 2005-6, representing an increase of approximately 33% over 1995-6. Together, the California Community Colleges and the University of California will need to ensure that students preparing for transfer meet University admission requirements, and complete the appropriate prerequisites for the program and/or college to which they are applying.

II. ENSURING SUCCESS

The California Community Colleges and the University of California have long recognized and supported a proven combination of elements that define an effective transfer system. These elements, as identified in the systems' 1991 Statement of Common Principles and reiterated in SB 121 include, but are not limited to, the following:

- enrollment and resource planning;
- specific efforts to improve student diversity;
- intersegmental faculty curricular efforts;
- course and program articulation;
- coordinated student counseling;
- financial aid;
- transfer services; and
- intersegmental data collection and evaluation.

In support of enhanced collaboration and to promote and increase transfer opportunities for community college transfer students, the California Community Colleges and the University of California draw upon these proven elements and commit to initiating or expanding the following systemwide and local activities:

A. Improve Articulation Procedures

Articulation agreements are fundamental to the transfer process and provide the "road maps" students need to understand University requirements and to prepare for transfer. Focused effort is needed to continue to increase the accuracy and timeliness of course articulation information available to students.

Special emphasis needs to be placed on major articulation, particularly in academic majors where there are large numbers of transfer students.

The California Articulation Number System (CAN), a system of common course identifiers assigned to like (articulated) courses across segments, is one means of establishing major articulation agreements among higher education systems. The University will explore ways in which major articulation can be advanced, using CAN or other mechanisms.

B. Develop ASSIST as the Official Statewide Repository for Articulation Information

ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) electronically stores and conveys articulation information to students, counselors, faculty and staff. The California Community Colleges and the University of California, as well as the California State University, should establish the ASSIST database as the official statewide repository for articulation information. Having one "official" place where articulation information resides that is easily accessible through World Wide Web-based technology will enable students to plan for and meet their transfer goals and thus enhance progress toward their baccalaureate degree. Should "official" status be adopted, the systems will commit to maintaining current, accurate and complete articulation information in ASSIST.

C. Reinvigorate Transfer Center Partnerships

The California Community Colleges have established transfer centers on each of the system's 106 campuses. The University of California will commit to increased participation at transfer center sites, and both California Community Colleges and the University of California will work collaboratively to enhance the provision of information and services to students intending to transfer.

D. Enhance Transfer Alliances

Various transfer alliances have been established between California Community Colleges and University of California campuses over the years. The California Community Colleges and the University of California will work collaboratively to enhance transfer alliance activities, and to ensure the participation of every California Community College campus in at least one alliance. Alliances will delineate an agreed upon set of services and activities designed to ensure a seamless transition for students from initial enrollment at California Community Colleges to the baccalaureate degree.

E. Create More Part-Time Options at the University of California

The California Community Colleges and the University of California will work together to identify the needs of part-time students planning to transfer, and the University of California will develop additional options by which transfer students' part-time plans can be accommodated. Individual University of

California campuses will consider the development of such options and communicate them to transfer students.

F. Develop "Baccalaureate" Financial Aid Packages

In order to provide a seamless system of transfer for students, the California Community Colleges and the University of California will work to provide entering California Community College students financial aid that considers the full scope of California Community College and University of California academic work. Such packaging would allow transfer students to plan for their financial needs to reach baccalaureate degree completion.

G. Intensify Outreach Activities

A number of academic development and outreach programs are currently in place that encourage and provide support services to high school students preparing to enter college. Such programs include the Puente Program (both at the high school and community college levels), Mathematics, Engineering, Science Achievement (MESA), and the University of California Early Academic Outreach Program. Many of the students in these programs opt to attend a community college, hoping to transfer at a later date. The California Community Colleges and the University of California will develop a means of identifying and tracking community college bound students who participate in these programs, and will jointly provide information and support services through their transfer to the University. In addition, the California Community Colleges and the University of California will collaborate and expand on a number of these academic development programs including Community College MESA and the Puente Program.

H. Increase Data Collection and Exchange

In order to monitor and evaluate the usefulness of agreed upon transfer activities and student progress toward the baccalaureate degree, California Community Colleges and the University of California will collect and share data as appropriate and consistent with state and federal privacy laws, for communicating with potential transfer students; the University of California will provide information on the progress of students who transfer through attainment of the baccalaureate degree. The California Community Colleges will assure that students with transfer aims can receive information needed to plan course work, and their progress toward transfer goals will be monitored. University of California reports on transfer students who apply and enroll will include, but will not be limited to, data on applicants, admits and enrollees; retention, graduation and performance. In addition, the University of California will provide transfer data as required by the community colleges in order to complete Student-Right-To-Know reporting for the Department of Education.

I. Enhance Cooperative Admissions Programs
Many high school graduates who are eligible to attend the University would like -- or need -- the option of attending a California Community College and transferring to a University of California campus at a later date. California Community College fees are low, and students can continue to work to save for University expenses, or prepare academically for high-unit or competitive University majors. The California Community Colleges and the University of California will develop agreements that will allow California Community College students, University of California eligible from high school, to receive advising plans tailored to the selection criteria for University of California campus programs of choice. These transfer students will be guaranteed a place on one of the University's campuses provided minimum University of California transfer requirements for admission are met.

The University will also work to expand its programs guaranteeing admission to California Community College students who enter into joint University of California/California Community College contract agreements for specified programs.

III. Implementation and Review

The California Community Colleges and the University of California recognize that additional resources will be needed to fully realize the goals and activities specified in Sections I and II of this Memorandum of Understanding, and will work together to identify and secure the necessary resources. The California Community Colleges and the University of California will convene a committee consisting of systemwide officers as well as campus administrators, Academic Senate representatives and students to monitor implementation of the provisions of this Memorandum of Understanding and to assess progress and effectiveness of activities.

IV. Signature Agreements

Thomas J. Nussbaum	Date	Richard C. Atkinson	Date
Chancellor		*President*	
California Community Colleges		*University of California*	

COURSE ARTICULATION AGREEMENT

BETWEEN

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

AND

FULLERTON COLLEGE
Fullerton, CA

MARCH 1996

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

ARTICULATION AGREEMENT

The attached articulation agreement is prepared to assist the community college student in selecting courses which will transfer to California Polytechnic State University, San Luis Obispo. For articulation purposes community college courses are separated into categories as follows:

I. Transfer Courses

Total units may not exceed 105 quarter (70 semester) units, the maximum applicable to a baccalaureate degree based on Title 5.

A. Elective Credit

All courses which are identified by the community college as baccalaureate applicable will be accepted for at least elective credit.

B. Specific Course Credit

Community college courses which are listed on the attached articulation agreement will transfer toward meeting the equivalent requirements for the specific Cal Poly courses listed in the opposite column.

Cal Poly will recognize certification by the community college of the completion of California State University General Education Breadth Requirements.

Cal Poly policy and Title 5 regulation stipulate that no upper division credit should be allowed for courses taken at a community college.

II. Non-Baccalaureate Level Courses

Courses which are not certified by the community college as baccalaureate applicable and are not listed as being equivalent to a specific Cal Poly course will receive "no degree credit" upon transfer.

III. CSU GE, IGETC and CAN notations in this agreement represent the community college identification of potential credit. The determination of actual transfer credit application will be made by Cal Poly.

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03/26/96                          ASSIST                                 Page 1
                     Articulation Agreement by Department
                    Effective during the 95-96 Academic Year
  To: Cal Poly San Luis Obispo          |From: Fullerton College
  ARTICULATION OFFICE                   |KATHLEEN BAKER
  94-97 General Catalog          Quarter|95-96 General Catalog          Semester
================================================================================
                           ===== ACCOUNTING =====
ACTG-0224    FINANCIAL ACTG        (5.0)|ACCT 101A    FINANCIAL ACCT       (4.0)
                                        |                                12-7-93
--------------------------------------------------------------------------------
ACTG-0225    MANAGERIAL ACTG       (4.0)|ACCT 101B    MANAGERIAL ACCT      (4.0)
                                        |                                12-7-93
--------------------------------------------------------------------------------
                     ===== AGRICULTURAL ENGINEERING =====
AE -0133    AG DRAFTING            (3.0)|DRAF 171    FUND DRAFT            (2.0)
                                        |   OR
                                        |ENGR 102    ENGINEERING DRAWING   (3.0)
                                        |                                12-7-93
--------------------------------------------------------------------------------
AE -0237 &  ENGR SURV I            (2.0)|ENGR 101A &  SURVEYING            (4.0)
AE -0238    ENGR SURV II           (2.0)|ENGR 101B    SURVEYING            (4.0)
                                        |                                12-7-93
--------------------------------------------------------------------------------
                           ===== ANTHROPOLOGY =====
ANT -0201    CULT ANTHRO           (3.0)|ANTH 102    CULTURAL              (3.0)
                                        |            ANTHROPOLOGY        2-21-92
--------------------------------------------------------------------------------
ANT -0202    WORLD PREHIST         (3.0)|ANTR 103    INTRO TO ARCHAEOLOGY (3.0)
                                        |                                2-21-92
--------------------------------------------------------------------------------
ANT -0203    BIOL ANTHRO           (3.0)|ANTH 101    PHYSICAL              (3.0)
                                        |            ANTHROPOLOGY        2-21-92
--------------------------------------------------------------------------------
                    ===== ARCHITECTURAL ENGINEERING =====
ARCE-0221    ELEM STRUCTRS         (3.0)|ENGR 201    STATICS               (3.0)
                                        |                                2-21-92
--------------------------------------------------------------------------------
                          ===== ARCHITECTURE =====
@ ARCH-0106    MATRLS CONSTR       (3.0)|CNST T 112    MATLS,SPECS,PURCH   (2.0)
                                        |                                 2/6/96
--------------------------------------------------------------------------------
@ ARCH-0111    INTRO DRAW PERS     (3.0)|ARCH 110 &  ARCH GRAPHICS         (4.0)
                                        |ARCH 129    INTERIOR DRAWING      (2.0)
                                        |                                3/21/96
--------------------------------------------------------------------------------
@ ARCH-0112    BASIC GRAPH         (3.0)|ARCK 112    ARCH RENDERING        (2.0)
                                        |                                 2/6/96
--------------------------------------------------------------------------------
@ ARCH-0231    ARCH PRACTICE       (3.0)|ARCH 104    RESIDENTIAL ARCH      (3.0)
                                        |                                 2/6/96
--------------------------------------------------------------------------------
@ ARCH-0251    ARCH DSGN FUND I    (5.0)|ARCH 108    BASIC DSGN-ARCH       (3.0)
                                        |                                 2/6/96
--------------------------------------------------------------------------------
                          ===== ART AND DESIGN =====
ART -0101    FUNDAM DRAWING        (4.0)|ART 182    BASIC DRAWING          (3.0)
                                        |                                2-21-92
--------------------------------------------------------------------------------

@   CREDIT SUBJECT TO PORTFOLIO REVIEW
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03/26/96                          ASSIST                                 Page 2
                     Articulation Agreement by Department
                       To: CPSLO, From: FULLRTON, 95-96
================================================================================
ART AND DESIGN (continued)
@  ART -0131 &  2-D DSGN FUND      (3.0)|ART 118 &  COLOR (THRY/PRAC)      (2.0)
   ART -0132 &  BEG CLR THRY       (3.0)|ART 120    BASC VIS DSGN CONC     (3.0)
   ART -0133    COLOR & DSGN       (3.0)|   OR
                                        |ART 119 &  DSGN/COLOR NON-ART     (2.0)
                                        |ART 120    BASC VIS DSGN CONC     (3.0)
                                        |           CSU Cert: C1         2-21-92
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@  ART -0134    3-D DSGN           (3.0)|ART 121    3-D DESIGN             (3.0)
                                        |           CAN ART 16
                                        |           CSU Cert: C1         2-21-92
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ART -0201    INTERMED DRAW         (3.0)|ART 183    REPRESNT DRW           (2.0)
                                        |   OR
                                        |ART 184    EXPRESSIVE DRAWING     (2.0)
                                        |                                2-21-92
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ART -0204    BEG WATRCOLOR         (3.0)|ART 188AB    WATERCOLOR PAINTING (3.0)
                                        |                                2-21-92
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ART -0211 &  PREHST/MD AGE         (4.0)|ART 112 &  HIST-ANCIENT/MEDIE     (3.0)
ART -0212 &  RENSANS/BAROQ         (4.0)|ART 113 &  HIST-RENAIS TO ROM     (3.0)
ART -0213    EUR 18&19 CEN         (4.0)|ART 114    HIST-IMPRESSNSM TO PR (3.0)
                                        |                                2-21-92
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@  ART -0221    BASC B/W FOTO      (3.0)|PHOT 101    INTRO TO PHOTOGRAPHY (3.0)
                                        |            CAN ART 18
                                        |            CSU Cert: C1        2-21-92
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                          ===== BACTERIOLOGY =====
BACT-0221    GENL BACT             (4.0)|MICR 262    GENERAL MICROBIOLOGY (5.0)
                                        |                                2-21-92
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                            ===== BIOLOGY =====
BIO -0128    ANIMAL COMMUN         (3.0)|ENVS 274    GENERAL ECOLOGY       (5.0)
                                        |                                2-21-92
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BIO -0151    INTRO BIO             (5.0)|BIOL 272    CELL AND MOLECULAR    (5.0)
                                        |            BIOLOGY             12-7-93
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BIO -0152    BIO PLANTS/FUNGI      (5.0)|BOT 268    GENERAL BOTANY         (5.0)
                                        |                                12-7-93
--------------------------------------------------------------------------------
BIO -0153    BIO ANIMALS           (5.0)|ZOOL 266    GENERAL ZOOLOGY       (5.0)
                                        |                                12-7-93
--------------------------------------------------------------------------------
                             ===== BOTANY =====
BOT -0121    GEN BOTANY            (4.0)|BOT 268    GENERAL BOTANY         (5.0)
                                        |                                2-21-92
--------------------------------------------------------------------------------
BOT -0238    NATIVE PLANTS         (3.0)|HORT 162    LANDSC DRY CLIMATE    (3.0)
                                        |                                2-21-92
--------------------------------------------------------------------------------
                            ===== BUSINESS =====
BUS -0201    BUS LAW SURVY         (3.0)|BUS 241A    BUSINESS LAW          (3.0)
   OR                                   |
BUS -0207    BUSINESS LAW          (4.0)|                                2-21-92
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@   CREDIT SUBJECT TO PORTFOLIO REVIEW
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                              ===== CHEMISTRY =====
CHEM-0121 &  GEN CHEMISTRY          (4.0)|CHEM 111A &  GENERAL CHEMISTRY   (5.0)
CHEM-0122    GEN CHEMISTRY          (4.0)|CHEM 111B    GENERAL CHEMISTRY   (5.0)
   OR                                    |             CAN CHEM 4
CHEM-0124 &  GEN CHEMISTRY          (4.0)|             CSU Cert: B1 B3
CHEM-0125    GEN CHEMISTRY          (4.0)|             IGETC: 5C 5A
   OR                                    |
CHEM-0127 &  GEN CHEMISTRY          (4.0)|
CHEM-0128 &  GEN CHEMISTRY          (4.0)|
CHEM-0129    GEN CHEMISTRY          (4.0)|                             2-21-92
--------------------------------------------------------------------------------
CHEM-0124    GEN CHEMISTRY          (4.0)|CHEM 111A    GENERAL CHEMISTRY   (5.0)
                                         |                             2-21-92
--------------------------------------------------------------------------------
CHEM-0125    GEN CHEMISTRY          (4.0)|CHEM 111B    GENERAL CHEMISTRY   (5.0)
                                         |             CAN CHEM 4
                                         |             CSU Cert: B1 B3
                                         |             IGETC: 5C 5A    2-21-92
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                         ===== COMPUTER SCIENCE =====
CSC -0118    FUND CSC I             (4.0)|CSCI 121   - INTRO PROG CONC IN  (4.0)
                                         |             ADA
                                         |             CAN CSCI 12
                                         |    OR
                                         |CIS 216      PASCAL PROGRAMMING  (3.0)
                                         |                              2/9/96
--------------------------------------------------------------------------------
CSC -0201    FORTRAN PROG           (3.0)|CSCI 205     FORTRAN PROG MATH/SC (3.0)
                                         |             CAN CSCI 4       2/9/96
--------------------------------------------------------------------------------
CSC -0203    COBOL PROG             (3.0)|CIS 214A     COBOL PROGRAMMING   (4.0)
                                         |                              2/9/96
--------------------------------------------------------------------------------
CSC -0204    C/UNIX PROG            (3.0)|CSCI 223     C LANG MATH/SCI     (4.0)
                                         |    OR
                                         |CIS 223      OBJ-ORIENT PROG IN  (3.0)
                                         |             C++              2/9/96
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CSC -0207    BASIC PROG             (3.0)|CIS 211B     BASIC PROG BUS      (3.0)
                                         |    OR
                                         |CSCI 112     BEG PROG CONCEPTS   (4.0)
                                         |             W/BASIC          2/9/96
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CSC -0218    FUND CSC II            (3.0)|CSCI 133     DATA STRUCTURES IN  (4.0)
                                         |             C/C++            2/9/96
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CSC -0221    ASSEMB LANG PROG       (4.0)|CSCI 241     ASSEMBLY LANG PROG  (4.0)
                                         |    OR
                                         |CIS 215      ASSEMBLER           (3.0)
                                         |             PROGRAMMING      2/9/96
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CSC -0245    DISCRETE STRUCT        (3.0)|MATH 270A     MATH STRUCT I      (3.0)
                                         |              CSU Cert: B4
                                         |              IGETC: 2A       2/9/96
--------------------------------------------------------------------------------
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================================================================================
                         ===== CULTURAL PLURALISM =====
ES -0110     INTRO ES               (3.0)|
ES -0114     RACISM AMER CULT       (3.0)|
ES -0210     US CULT HERIT          (3.0)|
ES -0230     CHICANO/A LIT          (3.0)|
JOUR-0290    MULTICULT JOUR         (3.0)|
POLS-X209    AMER/CAL ETHNIC POL    (3.0)|
See Ethnic Studies, Journalism and Political Science sections of this
agreement for possible articulation. There are also upper division
requirements from which to choose--see catalog.

NOTE:  Some degrees have the Cultural Pluralism requirement included as a
         specific major or support requirement. Otherwise, the course may be
         used to also meet a general education or free elective requirement.
         Consult the catalog for specific requirements according to degree
         program.
                                                                      7/1/94
--------------------------------------------------------------------------------
                           ===== ECONOMICS =====
ECON-0211    PRIN OF ECON           (3.0)|ECON 102     PRIN OF ECON        (3.0)
   OR                                    |
ECON-0222    MACROECON              (4.0)|                             2-21-92
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ECON-0212    PRIN OF ECON           (3.0)|ECON 101     PRIN OF ECON        (3.0)
   OR                                    |
ECON-0221    MICROECON              (4.0)|                             2-21-92
--------------------------------------------------------------------------------
                      ===== ELECTRICAL ENGINEERING =====
EE -0112 &  ELTRIC CIRC ANL I       (2.0)|ENGR 203     ELECTRIC CIRCUITS   (4.0)
EE -0211    ELTRIC CIRC ANL II      (3.0)|                             2-21-92
--------------------------------------------------------------------------------
EE -0201    ELEC CIRC THRY          (3.0)|ENGR 203     ELECTRIC CIRCUITS   (4.0)
                                         |                              9-1-93
--------------------------------------------------------------------------------
EE -0241    EL CIRC ANL LAB II      (1.0)|ENGR 203L     ELEC CIRC LAB      (1.0)
                                         |                             2-21-92
--------------------------------------------------------------------------------
EE -0251    ELEC CIRC LAB           (1.0)|ENGR 203L     ELECTRIC CIRCUITS  (1.0)
                                         |              LAB             9-1-93
--------------------------------------------------------------------------------
       ===== ENGINEERING TECHNOLOGY-MECHANICAL--REVISED 9/14/95 =====
ETME-0131    INTRO ENGR DRAW        (2.0)|NO ARTICULATION
(Course discontinued after Spring Quarter 1995. See major department for
recommendation.)
                                                                     9/14/95
--------------------------------------------------------------------------------
ETME-0142    ENGR DRAW I            (1.0)|NO ARTICULATION

(Course discontinued after Spring Quarter 1995. See major department for
recommendation.)
                                                                     9/14/95
--------------------------------------------------------------------------------
                            ===== ENGLISH =====
ENGL-0215    WRITING:ARGUM          (4.0)|ENGL 201     INTERMEDIATE COLLEGE (3.0)
                                         |             WRIT             12-7-93
--------------------------------------------------------------------------------
ENGL-0251 &  GREAT BOOKS I          (3.0)|ENGL 224 &   WORLD LITERATURE    (3.0)
ENGL-0252 &  GREAT BOOKS II         (3.0)|ENGL 225     WORLD LITERATURE    (3.0)
ENGL-0253    GREAT BOOKS III        (3.0)|                             2-21-92
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03/26/96                          ASSIST                              Page 5
                     Articulation Agreement by Department
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============================================================================
                      ===== ENVIRONMENTAL DESIGN =====
@ EDES-0101    INTRO EDES           (2.0)|ARCH 101    INTRODUCTION TO     (3.0)
                                         |            ARCHITECTURE       2/6/96
----------------------------------------------------------------------------
             ===== ENVIRONMENTAL HORTICULTURAL SCIENCE =====
OH -0123    LNDSC INSTL/MNTC        (2.0)|HORT 165    LANDSCAPE MANAGEMENT (4.0)
   OR                                    |
OH -X127    LNDSCP MAINTENANCE      (4.0)|                              1/16/96
----------------------------------------------------------------------------
OH -0124    PLANT PROP              (4.0)|HORT 174    PLANT PROPAGATION   (3.0)
                                         |                              1/16/96
----------------------------------------------------------------------------
OH -0126    ENV HORT CONSTR         (2.0)|HORT 168  &  LNDSCP CONSTRUC    (3.0)
                                         |HORT 169L    LNDSCP CONSTRUC LAB (1.0)
                                         |                              1/16/96
----------------------------------------------------------------------------
OH -0231    PLANT MATLS             (4.0)|HORT 160    PLNT ID ORN TR      (3.0)
   OR                                    |    OR
OH -0232    PLANT MATLS             (4.0)|HORT 161    PLNT ID ORN SH      (3.0)
                                         |                              1/16/96
----------------------------------------------------------------------------
OH -0243    TURF MGMT               (4.0)|HORT 177    TURF GRASS          (3.0)
                                         |            MANAGEMENT        1/16/96
----------------------------------------------------------------------------
                        ===== ETHNIC STUDIES =====
# ES -0110    INTRO ES              (3.0)|ETHS 101    AMERICAN ETHNIC     (4.0)
                                         |            STUDIES           12-7-93
----------------------------------------------------------------------------
# ES -0210    US CULT HERIT         (3.0)|ETHS 101    AMER ETHNIC STUDIES (4.0)
                                         |    OR
                                         |ETHS 130    HISTORY OF AFRICAN  (3.0)
                                         |            AMERICANS IN THE
                                         |            UNITED STATES
                                         |    OR
                                         |ETHS 141    THE AMER.SOUTHWST:  (3.0)
                                         |            MESTIZO HISTORY
                                         |            CSU Cert: D3
                                         |            IGETC: 4C
                                         |    OR
                                         |ETHS 142    THE CHICANO-A/      (3.0)
                                         |            LATINO-A IN CONTEMP
                                         |            SOC
                                         |            CSU Cert: D3
                                         |            IGETC: 4C
                                         |    OR
                                         |ETHS 160    HIST. OF THE NATIVE (3.0)
                                         |            AMERI             12-7-93
----------------------------------------------------------------------------
                 ===== FOOD SCIENCE AND NUTRITION =====
FSN -0121    FUND FDS               (4.0)|FOOD 101A    FOODS              (3.0)
                                         |             CAN N EC 8       2-21-92
----------------------------------------------------------------------------
FSN -0210    NUTRITION              (3.0)|NUTR 210    NUTRITION TODAY     (3.0)
                                         |                              2-21-92
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@    CREDIT SUBJECT TO PORTFOLIO REVIEW
#    APPROVED CULTURAL PLURALISM COURSE
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                     Articulation Agreement by Department
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============================================================================
                            ===== FRENCH =====
FR -0101 &  ELEM FRENCH             (4.0)|FREN 101 &  ELEMENTARY FRENCH I  (5.0)
FR -0102 &  ELEM FRENCH             (4.0)|FREN 102    ELEMENTARY FRENCH II (5.0)
FR -0103    ELEM FRENCH             (4.0)|                              2-21-92
----------------------------------------------------------------------------
FR -0201 &  INTERM FR               (4.0)|FREN 203 &  INTERM FRENCH III   (4.0)
FR -0202    INTERM FR               (4.0)|FREN 204    INTERM FRENCH IV    (4.0)
                                         |                              2-21-92
----------------------------------------------------------------------------
                          ===== GEOGRAPHY =====
GEOG-0150    HUMAN GEOG             (3.0)|GEOG 160    CULTURAL GEOGRAPHY  (3.0)
                                         |                              2-21-92
----------------------------------------------------------------------------
GEOG-0250    PHYSICAL GEOG          (3.0)|GEOG 102    PHYSICAL GEOGRAPHY  (3.0)
                                         |                              2-21-92
----------------------------------------------------------------------------
                            ===== GEOLOGY =====
GEOL-0201    PHYS GEOLOGY           (3.0)|GEOL 100    PHYSICAL GEOLOGY    (3.0)
                                         |                              2-21-92
----------------------------------------------------------------------------
GEOL-0201 &  PHYS GEOLOGY           (3.0)|GEOL 100  &  PHYSICAL GEOLOGY   (3.0)
GEOL-0241    PHYS GEOL LAB          (1.0)|GEOL 100L    PHYSICAL GEOLOGY   (1.0)
                                         |             LAB              2-21-92
----------------------------------------------------------------------------
                            ===== GERMAN =====
GER -0101 &  ELEM GERMAN            (4.0)|GERM 101 &  ELEM GERMAN I       (5.0)
GER -0102 &  ELEM GERMAN            (4.0)|GERM 102    ELEM GERMAN II      (5.0)
GER -0103    ELEM GERMAN            (4.0)|                              2-21-92
----------------------------------------------------------------------------
GER -0201 &  INTERM GERMN           (4.0)|GERM 203 &  INTERM GERMAN III   (4.0)
GER -0202    INTERM GERMN           (4.0)|GERM 204    INTERM GERMAN IV    (4.0)
                                         |                              2-21-92
----------------------------------------------------------------------------
                    ===== GRAPHIC COMMUNICATION =====
GRC -0101    INTRO GRC              (3.0)|PRNT 130    GRAPHICS            (2.0)
                                         |                              2-21-92
----------------------------------------------------------------------------
                            ===== HISTORY =====
HIST-0101 &  HIST WEST CIV          (3.0)|HIST 110A &  WESTERN            (3.0)
HIST-0102 &  HIST WEST CIV          (3.0)|             CIVILIZATION
HIST-0103    HIST WEST CIV          (3.0)|HIST 110B    WESTERN            (3.0)
                                         |             CIVILIZATION     2-21-92
----------------------------------------------------------------------------
HIST-0201    U S HISTORY            (3.0)|HIST 127    SURV AMERICAN HIST  (3.0)
   OR                                    |    OR
HIST-0204    AM IDEALS/INS          (3.0)|HIST 170A   HISTORY OF U S      (3.0)
                                         |    OR
                                         |HIST 170B   HISTORY OF U S      (3.0)
                                         |                              12-7-93
----------------------------------------------------------------------------
HISTORY COURSES:
TRANSFER COURSES CERTIFIED BY THE COMMUNITY COLLEGE AS MEETING THE
REQUIREMENTS FOR TITLE 5, SECTION 40404, IN U. S. HISTORY, CONSTITUTION
AND AMERICAN IDEALS ARE ACCEPTED AS MEETING THOSE REQUIREMENTS AND ARE
ALSO ACCEPTED AS MEETING PART OF THE CAL POLY REQUIREMENT IN GENERAL
EDUCATION.                                                      2-21-92
----------------------------------------------------------------------------
                      ===== HUMAN DEVELOPMENT =====
HD -0128    PROG PLAN INF/TOD       (3.0)|CDFL 122    ECE:PRIN            (3.0)
                                         |                              12-7-93
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HUMAN DEVELOPMENT (continued)
HD -0209    EARLY DEV               (5.0)|PSY 145    CHILD PSYCHOLOGY     (3.0)
                                         |           CSU Cert: D9
                                         |           IGETC: 4I           2/1/96
-----------------------------------------------------------------------------
HD -0230    SUPV STDY CHLDRN        (4.0)|CDFL 225    ECE: STUDENT        (4.0)
                                         |            TEACHING           2/1/96
-----------------------------------------------------------------------------
                     ===== INDUSTRIAL TECHNOLOGY =====
IT -0137 &  INTR INDST ELEC         (4.0)|ELEC 100   & DC/AC THEORY   (1.0-4.0)
IT -0138    INTR INDST ELEC         (4.0)|ELEC 100L  & DC/AC LAB      (1.0-2.0)
                                         |ELEC 101   & ELECTRONIC     (1.0-4.0)
                                         |             DEVICES
                                         |ELEC 101L    ELECTRONIC DEV (1.0-2.0)
                                         |             LAB              1/11/96
-----------------------------------------------------------------------------
             ===== INDUSTRIAL/MANUFACTURING ENGINEERING =====
IME -0142   MP:MATLS JOIN           (2.0)|WELD 121A   WELDING              (2.0)
(Previously listed as ETWT-0144)

                                                                        2-21-92
-----------------------------------------------------------------------------
IME -0143   MP:MATL RMVL            (2.0)|MACH 116AB    MACHINE TOOLS (2.0-2.0)
(Previously listed as ETMP-0144)
                                                                        2-21-92
-----------------------------------------------------------------------------
IME -0155   INDST WELD              (1.0)|WELD 91A    INDUST WELD FUND     (5.0)
(Previously listed as ETWT-0155)
                                                                        2-21-92
-----------------------------------------------------------------------------
                          ===== ITALIAN =====
ITAL-0101 &  ELEM ITALIAN           (4.0)|ITAL 101 &  ELEMENTARY ITALIAN I (5.0)
ITAL-0102 &  ELEM ITALIAN           (4.0)|ITAL 102    ELEMENTARY ITALIAN   (5.0)
ITAL-0103    ELEM ITALIAN           (4.0)|            II                12-7-93
-----------------------------------------------------------------------------
                        ===== MANAGEMENT =====
MGT -0118    INT HR BUS             (3.0)|BUS 266    HUM REL BUS           (3.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
MGT -0201    PRIN OF MGMT           (3.0)|BUS 263    BUS ORG & MGT         (3.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
                        ===== MARKETING =====
MKTG-0204    ELEMENTS MKTG          (4.0)|MKT 222    PRIN MARKETING        (3.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
                       ===== MATHEMATICS =====
MATH-0112    NATURE MOD MATH        (3.0)|MATH 100   LIBERAL ARTS MATH     (3.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
MATH-0116 &  PRE-CALC ALG I         (3.0)|MATH 141   COLL ALGEBRA AND      (4.0)
MATH-0117    PRE-CALC ALG II        (3.0)|           ANAL GEOM
   OR                                    |           CSU Cert: B4
MATH-0118    PRE-CALC ALG           (4.0)|           IGETC: 2A          2-21-92
-----------------------------------------------------------------------------
MATH-0119    PRE-CALC TRIG          (3.0)|MATH 142   TRIGONOMETRY          (4.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
MATH-0124    FINITE MATH            (3.0)|BUS 251    FINITE BUS MATH       (3.0)
                                         |                              2-21-92
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MATHEMATICS (continued)
MATH-0131    TECH CALCULUS          (4.0)|MATH 150A    CALCULUS            (4.0)
   OR                                    |
MATH-0141    CALC I                 (4.0)|                              2-21-92
-----------------------------------------------------------------------------
MATH-0132    TECH CALCULUS          (4.0)|MATH 150B    CALCULUS            (4.0)
   OR                                    |
MATH-0142    CALC II                (4.0)|                              2-21-92
-----------------------------------------------------------------------------
MATH-0141 &  CALC I                 (4.0)|MATH 150A &  CALCULUS            (4.0)
MATH-0142 &  CALC II                (4.0)|MATH 150B &  CALCULUS            (4.0)
MATH-0143 &  CALC III               (4.0)|MATH 250A    INTERM CALCULUS     (4.0)
MATH-0241    CALC IV                (4.0)|                              2-21-92
-----------------------------------------------------------------------------
MATH-0221    CALC BUS/ECON          (4.0)|MATH 130    CALCULUS FOR         (4.0)
                                         |            BUSINESS          2-21-92
-----------------------------------------------------------------------------
MATH-0241    CALC IV                (4.0)|MATH 250A    INTERM CALCULUS     (4.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
MATH-0242    DIFF EQUATION          (4.0)|MATH 250B    LIN ALG/DIFF EQ     (4.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
MATH COURSES:
MINIMUM GRADE OF "C" REQUIRED IN MATH 118 OR THE FIRST COURSE OF COLLEGE
MATH/STATS COMPLETED AT THE LEVEL OF PRECALCULUS OR ABOVE; OTHERWISE, CREDIT
WILL BE "ELECTIVE."                                                     2-21-92
-----------------------------------------------------------------------------
                  ===== MECHANICAL ENGINEERING =====
ME -0211    ENGR STATICS            (3.0)|ENGR 201    STATICS              (3.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
                          ===== MUSIC =====
MU -0100    MUSIC FUND              (3.0)|MUS 101    MUSIC FUNDAMENTALS    (3.0)
                                         |           CSU Cert: C1       2/21/92
-----------------------------------------------------------------------------
+ MU -0103    MUSIC THEORY I        (3.0)|MUS 103B    INTRM MUSIC THRY     (3.0)
                                         |                              12-7-93
-----------------------------------------------------------------------------
MU -0104    MUSICIANSHIP I          (1.0)|MUS 104A    BEG MUSICIANSHIP     (1.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
+ MU -0105    MUSIC THEORY II       (3.0)|MUS 203A    ADV MUSIC THRY       (3.0)
                                         |                              12-7-93
-----------------------------------------------------------------------------
MU -0106    MUSICIANSHIP II         (1.0)|MUS 104B    INTERM MUSICIANSHIP  (1.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
MU -0120    MUSIC APPRECIATION      (4.0)|MUS 116    MUSIC APPRECIATION    (3.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
MU -0151    BEGIN PIANO             (2.0)|MUS 135A    BEG PIANO            (1.0)
                                         |                              2-21-92
-----------------------------------------------------------------------------
MU -0170    UNIV JAZZ BAND          (1.0)|MUS 276A    JAZZ BAND            (1.0)
                                         |    OR
                                         |MUS 276B    JAZZ BAND            (1.0)
                                         |                              2-21-92
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+   CREDIT SUBJECT TO PROFICIENCY ASSESSMENT BY MUSIC DEPARTMENT
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MUSIC (continued)
MU -0171    INSTRUM ENSEMBL        (1.0)|MUS 261ABCD    STRING ENSEMBLE   (1.0)
                                        |    OR
                                        |MUS 262ABCD    WOODWIND ENSEMBLE (1.0)
                                        |    OR
                                        |MUS 263ABCD    BRASS ENSEMBLE    (1.0)
                                        |    OR
                                        |MUS 264ABCD    PERCUSSION        (1.0)
                                        |               ENSEMBLE        12-7-93
----------------------------------------------------------------------------
MU -0172    BAND                   (1.0)|MUS 273ABCD    CONCERT BAND      (1.0)
                                        |                               2-21-92
----------------------------------------------------------------------------
MU -0173    WIND ENSEMBLE          (1.0)|MUS 262ABCD    WOODWIND ENSEMBLE (1.0)
                                        |                               12-7-93
----------------------------------------------------------------------------
MU -0174    ORCHESTRA              (1.0)|MUS 271ABCD    FULLERTON         (1.0)
                                        |               SYMPHONY        2-21-92
----------------------------------------------------------------------------
MU -0181    UNIV SINGERS           (1.0)|MUS 180ABCD    COLLEGIATE        (1.0)
                                        |               CHORALE
                                        |    OR
                                        |MUS 281ABCD    CONCERT CHOIR     (1.0)
                                        |    OR
                                        |MUS 282ABCD    FULLERTON MASTER  (1.0)
                                        |               CHORALE         2-21-92
----------------------------------------------------------------------------
MU -0183    VOCAL ENSEMBLE         (1.0)|MUS 285ABCD &  CHAMBER SINGERS   (1.0)
                                        |MUS 288ABCD    BRAVO SONG/DANCE  (1.0)
                                        |               ENSEMBLE        2-21-92
----------------------------------------------------------------------------
* MU -0201    MUSIC THEORY III     (3.0)|MUS 203B    ADVANCED MUSIC       (3.0)
                                        |            THEORY             12-7-93
----------------------------------------------------------------------------
                  ===== ORNAMENTAL HORTICULTURE =====
OH COURSES
            (See ENVIRONMENTAL HORTICULTURAL SCIENCE)                   9/1/94
----------------------------------------------------------------------------
                ===== PHYSICAL EDUCATION/KINESIOLOGY =====
PE -0250    HEALTH EDUC            (2.0)|H ED 140    HEALTH SCIENCE       (3.0)
                                        |                               2-21-92
----------------------------------------------------------------------------
PE -0252    ATHLTC TRNG            (2.0)|PE 236    PREV/CARE ATHL INJ     (3.0)
                                        |                               2-21-92
----------------------------------------------------------------------------
PE -0270    ORNTN TO PE            (2.0)|PE 230    ALT CAREER/PE &        (2.0)
                                        |          RELATED FIELDS       2-21-92
----------------------------------------------------------------------------
PE -0275    SPORTS OFFIC           (2.0)|PE 240AB    SPORTS OFFIC/MEN (2.0-2.0)
                                        |                               2-21-92
----------------------------------------------------------------------------
PE -0280    FIRST AID-CPR          (3.0)|PE 235    FIRST AID,CPR,SAFETY   (2.0)
                                        |   OR
                                        |AJ 105    SAFETY EDUC & FIRST    (2.0)
                                        |          AID                  2-21-92
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*   CREDIT SUBJECT TO PROFICIENCY ASSESSMENT BY MUSIC DEPARTMENT
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PHYSICAL EDUCATION/KINESIOLOGY (continued)
PE 100-PE 229:
ALL PE ACTIVITY COURSES ACCEPTED TO MEET CAL POLY'S REQUIREMENT FOR
PHYSICAL EDUCATION ACTIVITIES.  PE COMPETITIVE ATHLETICS RECEIVE TRANSFER
CREDIT FOR SIMILAR CAL POLY COMPETITIVE ATHLETICS (WITHIN MAXIMUM UNIT
RESTRICTIONS).  PE PROFESSIONAL ACTIVITIES OR INTERMEDIATE/ADVANCED PE
ACTIVITY COURSES RECEIVE TRANSFER CREDIT FOR SIMILAR CAL POLY PROFESSIONAL
ACTIVITIES (LIMITED TO PE MAJORS).                                   2-21-92
----------------------------------------------------------------------------
                       ===== PHYSICAL SCIENCE =====
PSC -0103    EARTH/UNIVERS          (4.0)|PHSC 102  &  PHYS SCI SURVEY    (3.0)
                                         |PHSC 102L    PHYS SCI SURV LAB  (1.0)
                                         |                             2-21-92
----------------------------------------------------------------------------
                           ===== PHYSICS =====
PHYS-0121 &  COLLEGE PHYSICS        (4.0)|PHYS 205  &  COLLEGE PHYSICS    (3.0)
PHYS-0122 &  COLLEGE PHYSICS        (4.0)|PHYS 205L &  COLL PHYS LAB      (1.0)
PHYS-0123    COLLEGE PHYSICS        (4.0)|PHYS 206  &  COLLEGE PHYSICS    (3.0)
                                         |PHYS 206L    COLL PHYS LAB      (1.0)
                                         |                             2-21-92
----------------------------------------------------------------------------
PHYS-0131    GEN PHYSICS            (4.0)|PHYS 221    GEN PHYSICS LAB     (4.0)
                                         |                             2-21-92
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PHYS-0132    GEN PHYSICS            (4.0)|PHYS 223    GENERAL PHYSICS     (4.0)
                                         |                             2-21-92
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PHYS-0133    GEN PHYSICS            (4.0)|PHYS 222    GENERAL PHYSICS     (4.0)
                                         |                             2-21-92
----------------------------------------------------------------------------
                      ===== POLITICAL SCIENCE =====
POLITICAL SCIENCE COURSES:
TRANSFER COURSES CERTIFIED BY THE COMMUNITY COLLEGE AS MEETING THE
REQUIREMENTS FOR TITLE 5, SECTION 40404, IN U. S. HISTORY, CONSTITUTION
AND AMERICAN IDEALS ARE ACCEPTED AS MEETING THOSE REQUIREMENTS AND ARE
ALSO ACCEPTED AS MEETING PART OF THE CAL POLY REQUIREMENT IN GENERAL
EDUCATION.                                                           2-21-92
----------------------------------------------------------------------------
POLS-0105    INT INTER REL          (4.0)|POSC 230    INTRO INTERNAT REL  (3.0)
                                         |            CSU Cert: D8
                                         |            IGETC: 4H        2-21-92
----------------------------------------------------------------------------
POLS-0210    AMER/CA GOVT           (3.0)|POSC 100    AMERICAN GOVERNMENT (3.0)
                                         |                             2-21-92
----------------------------------------------------------------------------
                          ===== PSYCHOLOGY =====
PSY -0201    GENERAL PSYCH          (3.0)|PSY 101   GENERAL PSYCHOLOGY    (3.0)
   OR                                    |
PSY -0202    GENERAL PSYCH          (3.0)|                             2-21-92
----------------------------------------------------------------------------
PSY -0205    HUMAN SEXLTY           (3.0)|PSY 120   HUMAN SEXUALITY       (3.0)
                                         |                             2-21-92
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PSY -0212    INTERPER COMM          (4.0)|SPCH 105   INTERPERS COMM       (3.0)
                                         |                             2-21-92
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PSY -0252    SOCIAL PSYCH           (4.0)|PSY 251   SOCIAL PSYCH          (3.0)
                                         |          CSU Cert: E
                                         |          IGETC: 4I           2/1/96
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PSYCHOLOGY (continued)
PSY -0256    DEV PSYCH               (4.0)|PSY 139    DEV PSYCH: LIFE CYCLE (3.0)
                                          |           CSU Cert: E
                                          |           IGETC: 4I               2/1/96
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                     ===== RECREATION ADMINISTRATION =====
REC -0101    REC/LEIS SERV           (3.0)|REC 100    INTRO LEIS SERV/REC    (3.0)
                                          |                                2-21-92
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REC -0105    REC LEADRSHIP           (3.0)|REC 102    REC LEADERSHIP         (2.0)
                                          |                                2-21-92
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                            ===== SOCIOLOGY =====
SOC -0105    INTRO SOCIOL            (3.0)|SOC 101    INTRO SOCIOLOGY        (3.0)
                                          |                                2-21-92
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SOC -0106    SOCIAL PROB             (3.0)|SOC 102    SOC INST/SOC PROBS     (3.0)
                                          |           CAN SOC 4
                                          |           CSU Cert: DO
                                          |           IGETC: 4J            2-21-92
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                          ===== SOIL SCIENCE =====
SS -0121    INTRODCTRY SS            (4.0)|HORT 155    SOILS LAB             (3.0)
                                          |                                2-21-92
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SS -0221    FERT PLANT NUTR          (4.0)|HORT 156    FERTILIZERS LAB       (3.0)
                                          |                                2-21-92
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                             ===== SPANISH =====
SPAN-0101 &  ELEM SPAN               (4.0)|SPAN 101 &  ELEMENTARY SPANISH I (5.0)
SPAN-0102 &  ELEM SPAN               (4.0)|SPAN 102    ELEMENTARY SPANISH  (5.0)
SPAN-0103    ELEM SPAN               (4.0)|            II                  2-21-92
---------------------------------------------------------------------------------
SPAN-0201 &  INTERMED SPAN           (4.0)|SPAN 203 &  INTERM SPANISH III   (4.0)
SPAN-0202    INTERMED SPAN           (4.0)|SPAN 204    INTERM SPANISH IV    (4.0)
                                          |                                2-21-92
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SPAN-0233    CRIT SPAN LIT           (4.0)|SPAN 205    INTRO SPANISH LIT    (3.0)
                                          |    OR
                                          |SPAN 206    INTRO LATIN AMER LIT (3.0)
                                          |                                2-21-92
---------------------------------------------------------------------------------
                      ===== SPEECH COMMUNICATION =====
SPC -0201    PUBL SPEAKING           (3.0)|SPCH 100    PUBLIC SPEAKING      (3.0)
   OR                                     |
SPC -0202    PRIN SPEECH COMM        (3.0)|                                2-21-92
---------------------------------------------------------------------------------
SPC -0212    INTERPER COMM           (4.0)|SPCH 105    INTERPERS COMM       (3.0)
                                          |                                2-21-92
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SPC -0217    SM GROUP DISC           (4.0)|SPCH 124    SM GROUP COMM        (3.0)
                                          |                                2-21-92
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SPC -0250    FORENSIC ACT            (1.0)|SPCH 138A    FORENSICS           (1.0)
                                          |                                2-21-92
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                           ===== STATISTICS =====
STAT-0211    ELEM PRB STAT           (3.0)|MATH 120    INTRO PROB/STATS      (4.0)
   OR                                     |            CAN STAT 2
STAT-0251    STAT INF MGT I          (4.0)|            CSU Cert: B4
                                          |            IGETC: 2A
                                          |    OR
                                          |PSY 161     ELEM STATS BEHAV S    (3.0)
                                          |            CSU Cert: B4        1/13/96
---------------------------------------------------------------------------------
STAT-0217    STAT METH               (4.0)|MATH 120    INTRO PROB/STATS      (4.0)
                                          |            CAN STAT 2
                                          |            CSU Cert: B4
                                          |            IGETC: 2A
                                          |    OR
                                          |PSY 161     ELEM STATS/BEHAV SCI (3.0)
                                          |            CSU Cert: B4        1/13/96
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STATISTICS COURSES:
MINIMUM GRADE OF "C" REQUIRED IN MATH 118 OR THE FIRST COURSE OF COLLEGE
MATH/STATS COMPLETED AT THE LEVEL OF PRECALCULUS OR ABOVE; OTHERWISE, CREDIT
WILL BE "ELECTIVE."                                                  2-21-92
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                            ===== ZOOLOGY =====
ZOO -0131    GEN ZOOLOGY             (4.0)|ZOOL 266    GENERAL ZOOLOGY       (5.0)
                                          |            CAN BIOL 4
                                          |            CSU Cert: B2 B3
                                          |            IGETC: 5E
                                          |    OR
                                          |ANAT 216    HUMAN ANAT &          (5.0)
                                          |            PHYSIOLOGY           12-7-93
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ZOO -0237    HUMAN ANATOMY           (3.0)|ANAT 231    GENERAL HUMAN         (4.0)
                                          |            ANATOMY              2-21-92
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There is no finalized (with sign off dates) articulation available for any of
the remaining departments.
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THE ASSIST PROGRAM

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About ASSIST

ASSIST is a computer software program and a database of transfer-related information for California's colleges and universities. The ASSIST software is used to display and maintain the transfer information in the database.

California is a large state with many postsecondary educational institutions. When students are considering which of the many institutions they may want to attend, they need access to the abundance of transfer information that is available. In the past, this information was stored on shelves in catalogs. Simply looking up the information for one student and the various institutions they were considering was a cumbersome task. In addition, as transfer information changes, it needs to be updated. With so many institutions in California, this is an enormous task. A solution was needed to simplify looking up, storing, and updating this information.

In 1985, the University of California began to explore using computers to store, maintain, and display transfer-related data. With funding from the California state legislature, ASSIST was created under the guidance and counsel of the three California postsecondary educational segments: the University of California, the California State Universities, and the California Community Colleges. The goal was to use the computer to provide students and counselors with an easy way to access accurate and complete information about transferring from one California college or university to another. The initial project, with a small number of colleges and universities participating, was evaluated and approved. Now, 12 years later, ASSIST has grown to include nearly all of the postsecondary institutions in California, including many private institutions. In addition, it is soon to be approved as the official repository of articulation information for California public, postsecondary educational institutions.

ASSIST is funded by the California state legislature. A Board of Directors, made up of representatives from each of the public postsecondary educational segments, oversees development and establishes policy for ASSIST. The daily implementation and project operations are managed by the ASSIST Coordination Site. The Board of Directors and the ASSIST Coordination Site work together with participating campuses to ensure that ASSIST continues to meet the needs of students transferring among California's institutions of higher education.

Mission Statement

Our mission is to bring accurate transfer information to students attending California postsecondary institutions through easy-to-use computer software and a complete and regularly maintained database of articulation and transfer information for postsecondary educational institutions throughout California.

Vision Statement

ASSIST will become an integrated, student-centered information system which includes degree requirement information and is maintained as the official, complete repository of California articulation. This system will provide 1) ubiquitous on-line access, 2) an open system supporting access by other information systems, and 3) electronic interaction between students and institutions.

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ASSIST Database

In order for ASSIST to be able to display how courses from one institution can be applied for credit at another institution, information that describes the courses taught at each institution and how the courses transfer, or articulate, must exist in the computer that is running ASSIST. This body of information is called the ASSIST database. The ASSIST database contains all of the course information (course curriculum information and course history) and articulation agreements for the institutions participating in Project ASSIST. The database also includes articulation agreements that describe general education and certification requirements for the CSU and UC campuses. Course and articulation information are sent to the ASSIST Coordination Site (ACS) from each of the campuses. The ACS combines all of the data into a single database and distributes it twice per year to all campuses that use ASSIST so that the data are always current.

Articulation Agreements

Articulation agreements define how courses can be applied for credit when students transfer from one institution to another. In the past, articulation agreements were maintained as lengthy paper documents. Since there are so many universities and colleges in California, several volumes of agreements were needed to maintain all of the information. This same information is now entered, maintained, and displayed on computer using ASSIST.

Articulation agreements are entered and maintained in the Articulation Maintenance System by the institution that grants credit when courses are transferred. Once agreements are approved, they are sent on diskette or using FTP to the ASSIST Coordination Site where they are included in the ASSIST database. In ASSIST, articulation agreements can be displayed on the computer screen or printed.

To view samples of articulation agreements that have been taken from the ASSIST User System, select the type of agreement you would like to see from the list below.

- By Major
- By Department
- By Course Prefix

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- For GE/Breadth

Transfer Course Agreements

There are three types of Transfer Course Agreements (TCAs) available in ASSIST. The UC TCA identifies California Community College courses that are transferable to any University of California campus. CSU GE-Breadth TCAs identify specific patterns of courses that when successfully completed satisfy general education requirements at all California State Universities. The IGETC TCA identifies a specific pattern of courses that when successfully completed satisfies general education requirements at all California State University and University of California campuses.

ASSIST includes TCAs for all California, public, postsecondary institutions, including those that do not participate in ASSIST.

To see samples of Transfer Course Agreements taken from the ASSIST User System, select the type of agreement you would like to see from the list below.

- UC TCA
- CSU GE-Breadth
- IGETC

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About ASSIST for the Web

ASSIST for the web represents the next big step for ASSIST as we move to deliver universal access to ASSIST articulation information through web browsers running on computers connected to the Internet.

The current DOS-based ASSIST articulation software is being converted to a new technical environment so that articulation for California public colleges and universities will be accessible through the World Wide Web.

As with all programming activities at the ACS, we are following the ASSIST Software Development Framework Process.

Please read the Project Proposal and Definition of Functional Requirements for more detailed information about this software development project.

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Contact Information and Directions to the ASSIST Coordination Site

Contact Information

ACS Telephone Numbers
Voice: (714) 824-4385 - for all ACS staff members
Fax: (714) 824-2309

Email: See the ACS staff pages for each staff member's email address.

Web Site: http://www.assist.uci.edu/

FTP Site: ftp://ftp.assist.uci.edu/

US Postal Address: Do not use this address for direct mail via FedEx, UPS or Airborne Express.

ASSIST Coordination Site
820 University Tower
Irvine, CA 92697-1005

Direct Mail Address (FedEx, UPS, Airborne, etc.): Do not use this address for US Postal mail.

ASSIST Coordination Site
4199 Campus Drive, Suite # 820
Irvine, CA 92612

Directions to the ACS

The ASSIST Coordination Site is located across the street from the UC Irvine campus in the University Center marketplace. Our offices are on the 8th floor of the ten-story office building in Suite #820.

1. Exit the 405 freeway at Culver Drive.
2. Proceed west on Culver to Harvard (approximately 3 miles). Turn right on Harvard.
3. Follow Harvard for approximately 1 mile to Marquette. Turn left on Marquette.
4. Marquette leads directly into the parking lot of our office building in the University Center marketplace.
5. Parking is free.

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About the ASSIST Coordination Site

The ASSIST Coordination Site (ACS) is the central office for ASSIST. We are responsible for coordinating all ASSIST-related activities and services, such as software development, technical support, database coordination, training, and administrative coordination to support implementing ASSIST at all participating colleges and universities.

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ASSIST Coordination Site Staff

The members of the ASSIST Coordination Site staff and their job titles are listed below. Email addresses are included for contacting the ACS staff.

- Eric Taggart - Director - eric@fs2.assist.uci.edu
- Cathy Robin - Associate Director - cathy@fs2.assist.uci.edu
- Larry Coon - Technical Manager - larry@fs2.assist.uci.edu
- Lori Quillen - Technical Support - lori@fs2.assist.uci.edu
- Dale Leaman - Implementation Coordinator - dale@fs2.assist.uci.edu
- Jackie Cotton - Administrative Assistant - jackie@fs2.assist.uci.edu
- John Sealey - Programmer - john@fs2.assist.uci.edu
- Bill Cooper - Programmer - bill@fs2.assist.uci.edu
- Star Walter - Programmer - star@fs2.assist.uci.edu
- Doug Koeppen - Senior Technical Writer - doug@fs2.assist.uci.edu
- Liz Sanchez - Data Entry - liz@fs2.assist.uci.edu
- Andre Humphrey - LAN/UNIX Systems Adminstrator - andre@fs2.assist.uci.edu

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About the Board of Directors

The ASSIST Board of Directors is responsible for guiding the development, management, and growth of ASSIST. It is made up of representatives from participating campuses and the segmental offices of the University of California, California State University, and California Community Colleges.

In addition, the Board of Directors oversees two advisory committees: the Technical Advisory Committee and the Campus Advisory Committee. These subcommittees provide the Board with direction and advice on technical issues and user needs and concerns.

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THE TRANSFERRING EXPERIENCE

THE TRANSFERRING EXPERIENCE

In the Spring of 1995 this faculty member from Oxnard College interviewed 26 former Oxnard College Students who had transferred to Universities throughout California.

Students were asked to respond to a series of questions regarding their experiences at their respective campuses (see attachment).

The results of this questionnaire will be utilized to improve the services currently being offered to potential transfer students.

Selection of students

Thirty students were contacted for this project. Every attempt was made to interview students representative of our school's population. Names and demographic data were made available through the EOPS office since most of the students interviewed were former EOPS students. The majority of those contacted had remained in contact with this office even after transferring. Many returned for assistance in obtaining letters of recommendation for jobs, scholarships, graduate school, transcripts, etc.

Interviews were scheduled with those students who agreed to participate. Interviews were then held at the student's dorm, apartments or at this interviewer's home.

Each interview lasted approximately one to two hours and was recorded for purposes of analysis. A tour of each campus was conducted after each interview. It was also recorded with a video camera. Whenever possible former Oxnard College students would give this interviewer a personal tour of the campus.

Students who agreed to participate were as follows:

Ethnicity		Gender	
Latinos (Mexican American)	21	Male	13
Panamanians	2	Female	13
Vietnamese	2		
White	1		

Choice of Campus

The majority of students had applied to three or more campuses and indicated that they were accepted at the campuses they had applied to. Twelve students had transferred to the University of California (Berkeley, Irvine, Riverside, San Diego, Santa Barbara and UCLA). Eleven students selected a State University (Chico, Northridge, San Luis Obispo and San Diego). The remaining three students selected an independent university (California Lutheran University and USC).

When asked why they chose a particular campus, their responses varied; however, it became very apparent that their professors as well as counselors had a great influence on these students when it came to applying to specific universities.

The majority of those interviewed were first generation college students. Neither students, nor their parents possessed sufficient information pertaining to specific universities prior to attending Oxnard College. As one student put it, "My parents don't know what I'm studying...they really don't understand what an A.A., B.A. is, they just know that education is good". These students did not have a plan early on in life as to what campus they would attend, therefore they relied heavily on the encouragement and advice of their professors and counselors. Two students indicated they had applied to a UC campus as a result of having to do term papers for one of their English classes which had as a requirement an autobiographical essay as requested on the UC application. Another student who was accepted to UCLA applied there because this interviewer told her that a fee waiver allowed her to apply to three campuses, she had originally planned to attend UCSB.

The reasons as to why and how students chose a particular campus once they had been accepted to more than one campus depended on several factors. Schools which notified students first of their acceptance was a strong determining factor. Schools which offered a higher financial aid package was also important, as well as the reputation of the department and major at a particular school. This information was usually obtained by a professor in their area of interest at the community college.

Parental Support for the Decision to Transfer

Students indicated that their parents were very supportive in there decision to transfer.This is not to say that it was not a difficult decision for both students and parents. There were many concerns from students and parents. One student indicated that her mother was sad and worried about her not eating well and living alone. Another student's mother couldn't understand why her son chose to go to a University that was 6 hours away (Berkeley) when he could have attended a university that was closer and only one hour away.

Two married, latina students experienced an even greater challenge when informing their relatives of their decision to transfer.

One student had this to say, " Being a latina and being married, especially into a very traditional family, much more so than mine...it was very hard". In this particular case she was going to be joining her husband who was already attending UC Irvine.

One student indicated she was "petrified" of telling her father about her acceptance to UC Berkeley. This student was the eldest of six children with a father who was ill, a mother unable to drive and an uncle who was not speaking to her because of her decision to leave. She mentioned how her father had only gone to third grade but had stressed education. " ...he was a bright man and he knew that an education was the way to go...he never gave me another option".

Despite some of the barriers and feelings of guilt associated with separating from the family, their parents were very supportive in their decision to continue their education, and even those who were initially concerned and overprotective eventually gave their approval.

Adjusting to a University

Most of the students experienced "cultural shock", particularly those students who had never set foot on the campus prior to enrolling, and this circumstance occurred quite often. "I was used to latinos and here it is predominately white", was a common response. A male student who attended Berkeley said, " The first week I was here I almost packed up every night to go home....I just couldn't handle it". A female student felt so happy to see a brown face..."my heart went boom, boom" she said. A former Vietnamese student did not like Berkeley initially..."It was so weird," he said.

Students coped by meeting other students from similar backgrounds, joining study groups and calling home frequently. Those students who transferred with friends or knew someone at that campus before transferring who could "show them the ropes" experienced less anxiety during their first quarter/ semester. Some Universities such as UC Riverside had mentor programs established for transfer students; however, the student interviewed said he was having difficulty in making the initial contact.

Most of the students found the campuses initially unfriendly. "...students on this campus don't necessarily come up to you and make you feel welcomed but if you are friendly they are friendly".

Students learned to adjust and adapt in time. One student expressed it this way.."At first it is scary... you begin to doubt

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yourself and ask yourself what you're doing here...then before you know it, you have so much confidence that nothing phases you anymore".

Academic Preparation of Students

The majority of the students felt they were academically prepared to transfer. "I think Oxnard College is a very good school..I had good professors that demanded a lot". Several students mentioned they did not feel their writing skills were adequate for the university and wished they would have been better prepared. Many indicated that the work required at the university was not necessarily harder but professors were more demanding. A student at Berkeley said, "The work load here is 10 times more than at Oxnard College". A student at Northridge State University stated that she remembered writing only two papers for an English class at Oxnard, whereas at Northridge, professors require four or five papers for each class. Many students indicated that at Oxnard College most essays were an average of five pages but at the University, essays typically averaged 10 pages. Many expressed their appreciation of those professors who made them write and rewrite their papers at Oxnard college. They felt this had really prepared them for the University.

Students enrolled at the University of California (UC) campuses stressed the need for good writing skills more often than those attending State Universities. "You go through a humbling experience...At Oxnard College I would have received an "A" but here you get a "B"... "It's an ego crusher," said two students attending Berkeley..

Even though most of the students interviewed, felt academically prepared to transfer, they had not anticipated the need to be "mentally" and "emotionally " prepared as well. Several students also mentioned that they needed better note-taking skills, more familiarity with writing papers in computers and using computerized libraries. Several students mentioned that writing longer essays at the community college would have been of great benefit.

Accessibility of Professors

Students attending a UC, stated more often than those at State Universities, that accessibility to professors was more difficult although not impossible.

For the most part, students were very satisfied with the quality of instruction and somewhat satisfied with teacher accessibility. All but one student indicated they would select the same campus if given a second opportunity.

Students expressed mixed feelings about the use of Teacher Assistant's (TA) at UC's. Although many were realistic and understood the need for TA's in classrooms with large enrollments, one student had this to say about one of his first classes at Berkeley..." Imagine looking down at a little person.. in a classroom of 700 students....you never meet the professor, you meet the TA's, they are the ones giving the assignments and grading papers...sometimes there are personality clashes".

Students stressed the need to be assertive and persistent in meeting with, and contacting their professors. Getting involved in research positions was recommended by one student as a way of working closely with professors at larger institutions.

When asked whether the gender or ethnic background of the professor made any difference, several students said that they would have felt more comfortable with a professor who shared similar backgrounds, however, most students felt that the quality of instruction and the respect shown to them by their professors was of greater importance. For the most part, students were positive about their experiences with their professors, however, two students mentioned they had taken a course from teachers "who were racist".

Support Services

Students were very satisfied with the availability of services offered and with the facilities. Only one student complained about the temporary trailers at Northridge which were due to the earthquake and another student at San Diego State felt that the construction that was taking place at that campus was very disruptive.

Services which were utilized most were the library and computer labs.

Tutorial services were not as available to upper division transfer students as they were to lower division students, particularly at UC institutions, where, according to students interviewed, tutorial services were offered more through department clubs or mentor students. Students attending California State Universities took advantage of the services offered through EOP and were more clear about the services offered through these programs than were their UC counterparts. Several students attending a UC campus mentioned that they were not sure if they were EOP students or in a similar program.

Housing

Living in an apartment or sharing a home with other students was by far, the most preferable living arrangement. The average cost of sharing a room with another student was $300.00, less, if more students shared expenses.

Living in dorms was seldom recommended. Students felt they were noisy and didn't offer much privacy and were better suited for freshmen. There are, however, dorms for transfer students which are recommended for students who may want to meet other students and be closer to campus.

Students were satisfied with the transportation services provided at their campuses. Larger UC schools had excellent shuttle services. Most students said they could meet all of their needs on campus and didn't really need a car, unless, one had an off campus job.

Financial Aid

Students often times selected a specific university because they were offered a "good" financial package. The majority of the students interviewed were satisfied with the aid received which covered most of their expenses.

Students were receiving on the average $9,000.00 - $12,0000. This included both grants and loans. The average loan for these students was $2,000.00-$3,000.00 per year. For the majority of students this covered tuition, books and living expenses. Over 50% of these students worked to help cover educational costs.

Student Recommendations to Potential Transfer Students:

- Complete all lower division "breadth" requirements at O.C.
- Know what you want..."everything else will fall into place".
- Avoid problems with roommates by living with people you already know.
- Get involved on campus if you need to meet people.
- Have money saved up..." You will need money for unexpected expenses".
- Have a plan of what everything will cost..." so you won't have to worry about money and can concentrate on school".
- Be computer literate and learn how to write papers in a computer before transferring.
- Triple check everything.."especially when it comes to

financial aid". Make sure all paperwork is done on time.

- Attend the Orientation.."Pay the $95.00, it's worth it and you'll be set for Fall".
- Learn to become more independent. Learn to wash your clothes, shop, etc.
- Take challenging courses at Oxnard College with professors whose expectations are similar to those at the University.
- See your counselor regularly before transferring, to make sure you have taken the appropriate classes.
- Do not get discouraged.."make it through the first semester...the rest will fall into place".

Recommendations for Oxnard Community College

1. Encourage students to experience some time away from home prior to transferring.
2. Encourage students to participate in orientation programs or special programs prior to transferring.
3. Assist students in educating their parents about the transfer process.
4. Establish a process by which students who are transferring can meet each other and network.
5. Establish a list of those students who have transferred and are willing to help others who are newly transferring.
6. Ensure that students are computer literate and able to write essays using various computer programs, i.e., Word, Word Perfect, etc. prior to transferring.
7. Remind counselors and professors that they are very influential in guiding students toward Universities. Explore ways in which this can continue/increase.
8. Encourage professors to engage in activities that will increase the number of students applying to universities. For example, Dr. Fauth at Oxnard College makes it a requirement for students in his English 101 to write the essay required on the UC application.

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Recommendations for Transferring Institutions

1. Students are very satisfied with the overall services offered at your institutions, however, services specifically established for transfer students are lacking.

2. Transfer students responded positively to those institutions who notified them first.

3. Students who are in special programs, like EOPS, at a community college would be better served if they could transition into a similar program at your institution.

4. Continue and/or increase Orientation programs for Transfer students.

5. "Be more sensitive in terms of what you require students to buy". This is what a UC Irvine student said when asked what she would tell the President. She was paying $300.00 a quarter on books, not including supplies.

6. Continue to distribute FEE WAIVERS.

Summary

Students are experiencing anxiety when transferring to a University. Even though students feel academically prepared they are not necessarily "emotionally " prepared to transfer. Students who transferred with friends or knew someone at the institution prior to transferring were better equipped to handle the "stress" associated with entering a new environment.

Students are very satisfied with their choice of campus and despite the difficulties encountered prior to, and during their first semester they are performing well and graduating.

Of the 26 students interviewed, two students had graduated from Berkeley and CLU and were teaching at elementary schools, one had graduated from UCLA and is working as a probation officer in Ventura County, one student had graduated from UC Irvine and will be attending Medical school at the University of Wisconsin in the Fall, six students graduating in the Spring of 1995 were applying to graduate school for Fall 1995 and the remaining students will be completing their senior year.

In the 1993-1994 academic year, 31 students from Oxnard College transferred to a UC institution and 111 students transferred to a State University (Please refer to Table 1. and Table 2.). It is very likely that these numbers will increase if more activities related to transferring are established on our campus.

During the summer a "Get Together" was held with former Oxnard College students at this faculty's home. Pictures of this event are attached. All agreed to meet again and committed themselves to helping others wishing to transfer.

During the Fall of 1995, faculty members from the EOPS program will encourage students to form a Transfer Club and a list of former students will be established to serve as Mentors.

Several students who participated in this project were videotaped and the following campuses were visited and videotaped:
UC- Berkeley, Irvine, Santa Cruz, Santa Barbara, San Diego, San Francisco, Los Angeles,
and State Universities at:
San Francisco, San Jose, Bakersfield, Dominguez Hills, Long Beach, Los Angeles, San Diego, and San Marcos.

Also visited, were USC and Cal Arts in Valencia. A video is being prepared that will be shown to other students by the Spring of 1996.

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Students were very satisfied with the quality of instruction and the caring attitude of the staff at Oxnard College. The majority of these students felt that they had been academically prepared to undertake upper division course work at the Universities.

Students were very appreciative of the special attention they received from the EOPS program. A student attending Berkeley said that the student services programs there were not strong...."EOPS at Oxnard College is very powerful".

The most rewarding aspect of this sabbatical was having the opportunity to visit former students at their campuses and having the opportunity not only to spend time with them but also to have them assist me in improving our transfer services.

All the students were very enthusiastic about participating in this project. Students invited me out to dinner, prepared lunch for me, spent time showing me the campus and sharing their insights. On one occasion I spent the night in an apartment belonging to a female student at San Luis Obispo. The following day I helped her pack and gave her a ride back to Oxnard. Two students returning to Oxnard in the summer who needed jobs were referred to people I knew who were hiring.

One of these students obtained a job the other was interviewed but was not hired. Both thanked me for assisting them.

A reunion was held at the end of the Sabbatical with the students who were interviewed and videotaped. The students enjoyed seeing each other at the "Get Together". Some of these students had not seen each other for years and those who had not met before had the opportunity to meet, compare notes and network. Students came from as far away as Berkeley and San Diego. They agreed to meet annually and to help other Oxnard College students in the transfer process. I felt very proud of all of our students. They were no longer my students, but mature adults whom I enjoyed learning from.

Student Questionnaire

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THE STUDENT

Tell me about this campus and why you chose to come here?
What made you decide to transfer to this university?
How do your parents feel about you coming here?
Tell me about the students that come here? (backgrounds,interests,social styles,friendly,etc.).
Have you found students who are from a similar backgound(as yours)?
Have you had the opportunity to meet or socialize with them?
Do you feel you fit in?

FACULTY/ACADEMICS

Tell me about your classes...the academic environment.
Are classes taught by professors or teaching assistants?
How woulld you describe faculty members (friendly, involved, caring)?
Do you have female professors?...in what subjects?
Do you have minority professors? in what subjects?
What is the extent of their involvement with students?
Which Depts. are Strong?
Which Depts. are Weak?
What is your Major?
Are you satisfied with the courses you are taking in your major?
Which majors are popular on this campus?
Which Depts. have strong teaching faculty?

STUDENT SERVICES

Which services have been of most benefit to you?
Which services would you like to have that are not now being provided?

SOCIAL LIFE/CAMPUS ACTIVITIES

How do you spend your time when you are free?...What do you do for fun?
Are you involved in any campus activities?
If so, was it easy to join?
What are students concerns (issues) at this campus?
Is there an active student government?

FINANCIAL AID/EXPENSES

How much are you receiving in financial aid?
Does financial aid cover all your expenses? Which ones?
Are you receiving any loans? How much?
Are you working? How many hours? Is it necessary for you to work?

OTHER STUDENT SERVICES

Which student facilities or student services do you use the most,i.e.,tutorial,EOP,library, computers, health center, etc.?
Are there any other services you would like to see offered?
Are you satisfied with the services you have received?

HOUSING

Tell me about you living arrangements? How much are you paying?
Was obtaining housing easy or difficult for you?
Can you tell me about the different housing options one has here?
Are the dorms quiet enough to study?
Which dorms, apartments, etc., would you recommend to prospective students?

THE SURROUNDING COMMUNITY

DOES THIS CAMPUS CONTAIN EVERYTHING YOU WANT, OR DO YOU DEPEND ON THE OUTSIDE COMMUNITY TO FULFILL YOUR NEEDS?
HOW WOULD YOU DESCRIBE THE SURROUNDING COMMUNITY?
DO YOU FEEL COMFORTABLE IN THE COMMUNITY? IS IT FRIENDLY?
HOW DOES THE COMMUNITY FEEL ABOUT THE UNIVERSITY?
DO THEY INTERACT WITH EACH OTHER, OR DO THEY OPERATE SEPARATELY?
DO YOU NEED A CAR TO GET AROUND?
HOW IS THE TRANSPORTATION SYSTEM AROUND HERE?

STUDENT SATISFACTION WITH CAMPUS

HAS THE COLLEGE LIVED UP TO YOUR EXPECTATIONS?
HAS THERE BEEN ANY MAJOR DISAPPOINTMENTS?
WAS ANYTHING SURPRISING TO YOU?
WHAT IS DISTINCTIVE ABOUT THIS CAMPUS? STRENGTHS? WEAKNESSES?
ARE THERE ANY PARTICULAR TENSIONS ON CAMPUS?
DO YOU FEEL THIS ADMINISTRATION IS SENSITIVE TO MINORITIES? WHY OR WHY NOT?
HAVE YOU EXPERIENCED ANY FORM OF RACISM ON CAMPUS, OR KNOW OF ANY SUCH INCIDENCES?
IS THERE ANYTHING I SHOULDN'T MISS SEEING BEFORE I LEAVE?
IF YOU WERE TO DO IT ALL OVER AGAIN, WOULD YOU STILL CHOOSE THIS CAMPUS?

TRANSFER INFORMATION

THINK BACK TO THE TIME YOU FIRST ARRIVED ON CAMPUS....WHAT WERE YOUR FEELINGS?
DO YOU FEEL YOU WERE PREPARED TO TRANFER? ACADEMICALLY? EMOTIONALLY?
(IF NO) WHAT DID YOU DO TO OVERCOME THIS?

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HOW ABOUT YOUR PARENTS...ARE THEY SUPPORTIVE,ENCOURAGING,HAVING OR HAD A HARD TIME HANDLING IT?

DID YOU ENCOUNTER ANY DIFFICULTIES WITH COURSES OR PREREQUISITES NOT APPLYING TOWARDS YOUR GRADUATION REQUIREMENTS?

COULD WE (EOPS) DONE SOMETHING ELSE TO HELP YOU IN YOUR TRANSITION?

WHAT ASPECTS OF THE EOPS PROGRAM WERE MOST HELFUL TO YOU?

WHAT ADVICE WOULD YOU GIVE AN OXNARD COLLEGE STUDENT WHO PLANS TO ATTEND THIS UNIVERSITY?

IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL ME ABOUT YOUR EXPERIENCE HERE OR AT OXNARD COLLEGE?

FUTURE PLANS

WHAT DEGREE ARE YOU PLANNING TO OBTAIN?

WHAT PLANS DO YOU HAVE AFTER GRADUATION? WHERE WOULD YOU LIKE TO WORK? WHAT DO YOU SEE YOURSELF DOING AFTER YOU COMPLETE YOUR DEGREE?

MAY I FORWARD YOUR NAME TO STUDENTS WANTING TO ATTEND THIS UNIVERSITY?

WOULD YOU LIKE TO BE ON A MENTOR LIST?

TABLE 1. & TABLE 2.

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Table 1.

OXNARD COLLEGE

Ethnicity	1993 Appls	1993 Admits	1993 Enrolls	1994 Appls	1994 Admits	1994 Enrolls
Afr Am	1	1	0	3	3	3
Am Ind	1	1	0	0	0	0
Asian Am	8	7	7	4	2	2
Chicano	25	20	14	28	27	19
Filipino	2	2	1	3	2	2
Latino	2	2	1	3	3	1
Other	0	0	0	0	0	0
White	13	9	6	8	6	4
Unknown	0	0	0	0	0	0
Total	52	42	29	49	43	31

Data taken from: University of California: Applications, Admissions and Enrollment of New California Resident Transfers From California Community Colleges. Fall 1993-Fall 1994.

Table 2.

UNDERGRADUATE TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES BY ETHNIC GROUP, COLLEGE YEAR 1993-94
CSU-ANALYTIC STUDIES SEPTEMBER 1994

	AFRICAN AMERICAN	AMERICAN INDIAN	ASIAN AMERICAN	FILIPINO	MEXICAN AMERICAN	OTHER LATINO	PACIFIC ISLANDER	WHITE NON-LATINO	UNKNOWN	NON-RES ALIEN	TOTAL
COMMUNITY COLLEGES											
OXNARD	7	0	2	10	36	9	0	35	8	4	111

Data taken from: The California State University: California Community College,Undergradaute Transfers and Undergraduate Transfers by Ethnic Group. 1993-94.

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COMMUNITY COLLEGE TRANSFER RATES

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Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to: University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fail	No. of Colleges
Allan Hancock Joint Community College District						
Allan Hancock College						
1987-88	24	40	137	259	36	
1988-89	29	36	142	263	12	
1989-90	24	27	156	291	25	9
1990-91	25	33	142	246	19	7
1991-92	18	32	158	272	14	4
1992-93	37	51	186	284	11	
1993-94	27	38	165	269	12	
1994-95	26	39	150	262	7	
1995-96	37	53	171	282	8	
1996-97	41		163		10	
Antelope Valley Community College District						
Antelope Valley College						
1987-88	19	29	122	187	29	
1988-89	38	43	130	179	21	
1989-90	27	33	163	237	16	8
1990-91	32	36	147	212	10	8
1991-92	36	44	152	228	19	4
1992-93	34	41	170	219	13	
1993-94	35	41	167	241	7	
1994-95	56	68	173	259	14	
1995-96	44	49	179	250	14	
1996-97	53		176		12	
Barstow Community College District						
Barstow College						
1987-88	2	3	22	34	15	
1988-89	3	3	27	44	5	
1989-90	4	4	25	33	3	1
1990-91	7	7	22	30	4	2
1991-92	8	8	24	30	4	3
1992-93	7	8	15	20	3	
1993-94	5	5	14	18	0	
1994-95	4	4	19	30	0	
1995-96	4	6	11	16	1	
1996-97	10		16		1	
Butte Community College District						
Butte College						
1987-88	10	12	366	573	21	
1988-89	6	8	385	602	10	
1989-90	10	14	364	596	21	6
1990-91	17	23	408	571	10	3
1991-92	14	16	458	691	14	5
1992-93	17	21	337	530	9	
1993-94	19	21	355	571	12	
1994-95	18	22	369	568	8	
1995-96	19	22	383	608	12	
1996-97	27		431		5	

District, College, Year	Number of Transfers to: University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Cabrillo Community College District						
Cabrillo College						
1987-88	143	228	236	342	24	
1988-89	165	279	254	402	29	
1989-90	150	224	253	384	34	15
1990-91	232	334	281	409	16	8
1991-92	233	342	238	355	27	7
1992-93	277	371	317	384	17	
1993-94	250	318	335	423	35	
1994-95	190	252	275	389	35	
1995-96	192	268	305	455	26	
1996-97	206		277		18	
Cerritos Community College District						
Cerritos College						
1987-88	41	57	449	746	114	
1988-89	44	57	415	677	55	
1989-90	50	60	390	699	89	13
1990-91	55	72	435	746	57	14
1991-92	63	83	423	691	58	9
1992-93	71	82	423	653	29	
1993-94	77	93	385	636	19	
1994-95	79	94	417	652	31	
1995-96	96	112	424	667	37	
1996-97	94		511		17	
Chaffey Community College District						
Chaffey College						
1987-88	13	27	247	443	43	
1988-89	24	31	248	435	33	
1989-90	39	52	250	438	24	11
1990-91	37	61	276	491	24	11
1991-92	47	62	296	509	38	11
1992-93	53	64	331	505	61	
1993-94	55	69	330	532	24	
1994-95	64	79	372	584	57	
1995-96	61	85	366	557	25	
1996-97	54		317		17	
Citrus Community College District						
Citrus College						
1987-88	21	31	220	379	67	
1988-89	31	40	194	323	28	
1989-90	26	30	204	351	28	12
1990-91	24	29	220	386	21	9
1991-92	37	45	212	370	59	13
1992-93	37	43	229	336	61	
1993-94	49	56	262	405	34	
1994-95	42	54	264	452	77	
1995-96	54	64	260	439	25	
1996-97	39		277		50	

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Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Desert Community College District						
College of the Desert						
1987-88	24	26	130	201	127	
1988-89	20	26	127	180	29	
1989-90	37	37	138	211	44	12
1990-91	24	30	154	222	38	9
1991-92	32	36	138	199	23	8
1992-93	46	51	114	165	11	
1993-94	37	42	167	239	14	
1994-95	53	65	135	217	20	
1995-96	57	64	155	230	21	
1996-97	58		145		10	
Coast Community College District						
Coastline Community College						
1987-88	7	9	34	67	77	
1988-89	9	9	23	43	34	
1989-90	7	9	23	49	48	4
1990-91	7	10	29	58	25	2
1991-92	12	12	32	57	23	1
1992-93	14	14	43	59	6	
1993-94	19	19	40	65	5	
1994-95	15	16	54	93	7	
1995-96	11	11	51	86	16	
1996-97	9		48		8	
Golden West College						
1987-88	41	65	421	713	143	
1988-89	74	93	422	643	80	
1989-90	73	90	336	588	89	15
1990-91	75	101	337	642	72	9
1991-92	70	96	342	564	48	5
1992-93	83	97	368	548	36	
1993-94	107	119	384	573	32	
1994-95	123	139	479	708	31	
1995-96	107	119	399	618	39	
1996-97	89		489		12	
Orange Coast College						
1987-88	280	352	845	1,315	287	
1988-89	262	358	817	1,279	148	
1989-90	267	355	772	1,266	188	21
1990-91	344	506	737	1,232	105	13
1991-92	324	445	770	1,192	154	15
1992-93	307	365	738	1,101	90	
1993-94	419	493	751	1,115	96	
1994-95	410	474	797	1,228	92	
1995-96	373	431	722	1,129	93	
1996-97	366		776		32	

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
College of the Sequoias Community College District						
College of the Sequoias						
1987-88	39	48	311	434	36	
1988-89	49	58	353	496	23	
1989-90	30	37	391	537	45	13
1990-91	31	36	322	456	23	9
1991-92	37	48	322	458	41	10
1992-93	31	41	279	369	14	
1993-94	44	46	273	390	11	
1994-95	28	31	286	398	13	
1995-96	40	44	339	469	22	
1996-97	32		312		25	
Compton Community College District						
Compton Community College						
1987-88	4	7	93	128	19	
1988-89	4	4	67	120	10	
1989-90	7	7	68	125	14	5
1990-91	5	6	109	181	8	3
1991-92	5	5	69	95	12	1
1992-93	1	2	57	89	2	
1993-94	1	1	63	95	3	
1994-95	1	2	76	121	5	
1995-96	2	4	78	107	6	
1996-97	4		102		2	
Contra Costa Community College District						
Contra Costa College						
1987-88	30	36	115	182	18	
1988-89	22	41	131	203	19	
1989-90	28	44	104	158	19	9
1990-91	56	76	116	182	11	4
1991-92	33	62	96	161	14	2
1992-93	43	44	89	161	9	
1993-94	43	58	153	228	19	
1994-95	41	46	137	201	17	
1995-96	45	48	123	193	6	
1996-97	58		161		9	
Diablo Valley College						
1987-88	260	373	739	1,185	104	
1988-89	307	454	873	1,334	90	
1989-90	297	446	837	1,348	98	20
1990-91	403	597	773	1,249	90	11
1991-92	310	464	673	1,110	106	12
1992-93	381	448	762	1,078	103	
1993-94	420	523	753	1,169	130	
1994-95	412	465	818	1,248	124	
1995-96	383	436	819	1,296	43	
1996-97	401		686		23	

Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Contra Costa Community College District						
Los Medanos College						
1987-88	18	21	73	116	8	
1988-89	17	21	81	114	9	
1989-90	14	21	67	116	11	6
1990-91	21	25	92	135	10	4
1991-92	12	17	65	111	14	4
1992-93	16	22	71	108	20	
1993-94	15	19	94	134	12	
1994-95	25	27	101	151	20	
1995-96	27	27	99	161	4	
1996-97	18		123		7	
El Camino Community College District						
El Camino College						
1987-88	123	178	794	1,224	276	
1988-89	148	201	780	1,150	143	
1989-90	147	174	598	987	164	14
1990-91	208	282	701	1,122	77	15
1991-92	176	214	662	997	112	12
1992-93	234	265	619	926	72	
1993-94	220	262	576	935	31	
1994-95	201	243	600	898	38	
1995-96	218	261	616	940	64	
1996-97	212		700		32	
Feather River Community College District						
Feather River College						
1987-88	4	4	19	26	2	
1988-89	1	1	16	20	2	
1989-90	1	1	14	22	0	0
1990-91	1	2	15	20	0	0
1991-92	0	2	20	28	1	1
1992-93	3	4	15	18	0	
1993-94	1	2	12	20	1	
1994-95	3	3	20	30	1	
1995-96	2	2	33	35	1	
1996-97	3		22		5	
Foothill-De Anza Community College District						
De Anza College						
1987-88	123	184	641	923	90	
1988-89	178	251	819	1,213	115	
1989-90	211	281	918	1,295	87	19
1990-91	228	323	796	1,174	70	13
1991-92	266	346	803	1,175	124	14
1992-93	288	337	914	1,093	83	
1993-94	333	405	988	1,299	137	
1994-95	357	408	846	1,173	106	
1995-96	353	402	835	1,179	28	
1996-97	324		870		75	

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Foothill-De Anza Community College District						
Foothill College						
1987-88	106	160	330	476	79	
1988-89	105	142	365	529	72	
1989-90	122	163	359	546	88	18
1990-91	140	195	294	468	52	13
1991-92	136	176	282	425	73	12
1992-93	140	164	246	325	68	
1993-94	126	155	295	406	93	
1994-95	155	178	294	426	80	
1995-96	155	186	283	406	15	
1996-97	157		299		49	
Fremont-Newark Community College District						
Ohlone College						
1987-88	31	42	237	356	29	
1988-89	40	45	272	419	27	
1989-90	46	53	284	421	41	11
1990-91	34	38	229	347	18	8
1991-92	43	54	244	395	18	4
1992-93	58	59	249	344	15	
1993-94	70	80	282	434	33	
1994-95	63	68	302	453	24	
1995-96	58	66	308	484	10	
1996-97	89		304		15	
Gavilan Joint Community College District						
Gavilan College						
1987-88	10	14	106	124	8	
1988-89	14	18	88	136	10	
1989-90	21	23	124	152	8	3
1990-91	20	25	110	147	5	2
1991-92	24	27	107	174	14	3
1992-93	23	26	129	149	8	
1993-94	9	15	143	180	8	
1994-95	26	30	129	188	16	
1995-96	18	24	142	194	6	
1996-97	15		127		2	
Glendale Community College District						
Glendale Community College						
1987-88	52	77	369	561	106	
1988-89	64	85	338	515	94	
1989-90	79	93	307	523	117	14
1990-91	109	133	346	574	56	14
1991-92	107	123	370	584	106	11
1992-93	121	133	311	433	33	
1993-94	158	180	316	495	48	
1994-95	133	153	337	537	39	
1995-96	143	181	350	569	55	
1996-97	170		425		20	

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Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Grossmont-Cuyamaca Community College District						
Cuyamaca College						
1987-88	5	6	43	61	72	
1988-89	4	5	31	50	27	
1989-90	0	2	27	52	33	7
1990-91	8	14	47	89	36	5
1991-92	10	16	54	92	29	3
1992-93	11	20	73	110	14	
1993-94	13	14	94	140	15	
1994-95	20	34	121	176	14	
1995-96	13	14	110	169	21	
1996-97	12		111		6	
Grossmont College						
1987-88	62	97	528	1,032	511	
1988-89	59	82	546	1,016	157	
1989-90	87	112	541	1,004	215	14
1990-91	91	152	593	1,110	211	12
1991-92	94	142	542	948	172	10
1992-93	104	160	505	793	71	
1993-94	100	150	545	861	69	
1994-95	110	150	542	848	70	
1995-96	106	133	531	870	77	
1996-97	73		506		39	
Hartnell Community College District						
Hartnell College						
1987-88	26	30	181	231	26	
1988-89	36	46	216	307	23	
1989-90	45	54	201	293	15	9
1990-91	23	31	174	261	13	7
1991-92	33	42	199	274	16	7
1992-93	39	45	188	239	8	
1993-94	39	48	204	260	17	
1994-95	43	49	203	255	8	
1995-96	40	45	223	314	5	
1996-97	39		251		4	
Imperial Community College District						
Imperial Valley College						
1987-88	15	15	93	149	19	
1988-89	11	12	102	136	13	
1989-90	9	9	125	180	17	7
1990-91	13	13	157	212	16	3
1991-92	9	11	108	175	11	3
1992-93	8	13	123	196	11	
1993-94	19	22	136	213	5	
1994-95	11	11	161	227	11	
1995-96	17	18	141	215	15	
1996-97	18		183		4	

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Kern Community College District						
Bakersfield College						
1987-88	27	35	351	560	26	
1988-89	19	29	419	603	29	
1989-90	31	37	397	637	35	15
1990-91	31	39	372	628	19	7
1991-92	25	35	358	590	16	7
1992-93	51	57	437	647	18	
1993-94	35	39	417	617	11	
1994-95	35	37	407	665	19	
1995-96	43	49	492	708	26	
1996-97	36		516		13	
Cerro Coso Community College						
1987-88	11	14	36	47	12	
1988-89	8	13	34	46	32	
1989-90	2	3	37	69	10	5
1990-91	4	6	36	55	4	4
1991-92	6	5	47	66	7	4
1992-93	10	11	48	63	2	
1993-94	9	10	51	71	3	
1994-95	11	13	35	54	5	
1995-96	10	10	71	89	8	
1996-97	14		44		5	
Porterville College						
1987-88	4	7	82	102	9	
1988-89	8	9	57	76	8	
1989-90	3	3	46	70	7	6
1990-91	2	3	67	87	3	2
1991-92	5	5	63	82	4	2
1992-93	1	3	74	90	6	
1993-94	4	6	62	84	5	
1994-95	13	14	63	86	5	
1995-96	12	13	89	112	6	
1996-97	14		107		3	
Lake Tahoe Community College District						
Lake Tahoe Community College						
1987-88	4	6	16	27	2	
1988-89	3	4	21	27	3	
1989-90	0	3	30	41	0	0
1990-91	4	6	25	31	1	1
1991-92	12	18	27	37	0	0
1992-93	14	14	15	16	1	
1993-94	10	12	18	29	1	
1994-95	14	15	15	19	2	
1995-96	7	7	19	24	1	
1996-97	11		26		2	

Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Lassen Community College District						
Lassen College						
1987-88	5	7	51	65	6	
1988-89	4	5	47	62	4	
1989-90	2	3	48	54	11	5
1990-91	7	7	35	50	7	4
1991-92	4	4	39	54	3	1
1992-93	1	1	39	51	0	
1993-94	7	8	27	32	1	
1994-95	4	4	30	43	2	
1995-96	3	3	26	40	4	
1996-97	3		41		0	
Long Beach Community College District						
Long Beach City College						
1987-88	49	61	506	865	159	
1988-89	60	81	466	786	58	
1989-90	59	79	441	804	5	14
1990-91	66	79	472	778	0	0
1991-92	83	99	452	689	21	9
1992-93	84	99	422	665	24	
1993-94	86	93	406	672	26	
1994-95	85	100	407	672	12	
1995-96	93	102	480	728	14	
1996-97	85		494		11	
Los Angeles Community College District						
East Los Angeles College						
1987-88	42	54	329	544	63	
1988-89	54	67	228	438	49	
1989-90	57	61	282	497	46	5
1990-91	78	96	326	562	21	7
1991-92	82	96	314	520	52	9
1992-93	56	63	274	459	16	
1993-94	65	79	246	478	25	
1994-95	80	90	305	516	22	
1995-96	77	91	329	523	28	
1996-97	63		307		7	
Los Angeles City College						
1987-88	53	88	315	542	212	
1988-89	52	89	303	512	78	
1989-90	67	84	307	518	92	12
1990-91	66	96	325	533	45	8
1991-92	72	84	294	468	56	7
1992-93	70	83	216	382	18	
1993-94	79	92	239	394	14	
1994-95	63	78	238	399	17	
1995-96	67	86	256	417	31	
1996-97	68		247		15	

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Los Angeles Harbor College						
1987-88	25	33	236	377	83	
1988-89	27	31	233	358	32	
1989-90	37	45	228	360	45	9
1990-91	36	47	232	347	32	7
1991-92	38	43	184	288	34	4
1992-93	34	37	184	272	19	
1993-94	17	24	159	271	6	
1994-95	27	40	191	306	13	
1995-96	33	40	207	336	12	
1996-97	36		209		9	
Los Angeles Mission College						
1987-88	2	2	23	59	34	
1988-89	2	3	43	66	7	
1989-90	4	4	56	102	9	3
1990-91	4	5	42	69	13	5
1991-92	8	8	45	70	8	6
1992-93	11	13	64	89	3	
1993-94	13	14	78	121	3	
1994-95	13	13	79	117	3	
1995-96	10	12	109	169	7	
1996-97	14		104		3	
Los Angeles Pierce College						
1987-88	66	112	605	943	139	
1988-89	90	120	639	923	75	
1989-90	131	159	504	865	112	18
1990-91	137	187	602	970	53	9
1991-92	160	189	563	881	76	10
1992-93	203	240	508	689	34	
1993-94	195	240	522	769	35	
1994-95	209	260	436	705	26	
1995-96	180	215	580	882	45	
1996-97	170		528		22	
Los Angeles Southwest College						
1987-88	1	1	51	83	20	
1988-89	1	2	61	101	5	
1989-90	1	1	62	104	14	4
1990-91	8	9	85	127	4	1
1991-92	5	5	88	126	15	2
1992-93	5	5	61	103	8	
1993-94	2	5	82	141	8	
1994-95	4	4	74	112	2	
1995-96	3	4	93	152	9	
1996-97	7		113		2	

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Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to: University of California Fall	University of California Full Year	The California State University Fall	The California State University Full Year	Independent Institutions Fall	Independent Institutions No. of Colleges
Los Angeles Community College District						
Los Angeles Trade-Technical College						
1987-88	2	4	108	185	36	
1988-89	2	4	84	152	28	
1989-90	4	4	97	151	29	5
1990-91	3	5	90	163	17	7
1991-92	6	7	106	162	20	2
1992-93	5	5	88	155	6	
1993-94	3	3	91	167	4	
1994-95	9	9	97	167	14	
1995-96	9	10	119	198	13	
1996-97	12		124		6	
Los Angeles Valley College						
1987-88	56	112	445	722	89	
1988-89	89	126	445	654	53	
1989-90	105	129	413	692	82	11
1990-91	94	140	476	760	65	9
1991-92	104	138	405	723	71	13
1992-93	148	170	389	574	36	
1993-94	138	185	405	636	27	
1994-95	129	164	392	643	38	
1995-96	123	169	466	717	24	
1996-97	113		492		16	
West Los Angeles College						
1987-88	18	29	110	168	66	
1988-89	28	37	122	218	49	
1989-90	27	35	131	222	33	8
1990-91	21	29	168	260	33	6
1991-92	21	30	134	200	55	8
1992-93	33	41	136	205	20	
1993-94	33	39	136	219	18	
1994-95	38	45	127	227	20	
1995-96	25	39	148	226	21	
1996-97	20		149		10	
Los Rios Community College District						
American River College						
1987-88	164	203	711	1,132	312	
1988-89	203	257	758	1,142	105	
1989-90	160	199	682	1,075	138	14
1990-91	194	225	784	1,194	109	6
1991-92	186	242	770	1,159	90	6
1992-93	197	246	733	1,109	32	
1993-94	173	202	791	1,162	57	
1994-95	181	188	751	1,104	28	
1995-96	176	192	659	1,039	23	
1996-97	204		681		12	

District, College, Year	Number of Transfers to: University of California Fall	University of California Full Year	The California State University Fall	The California State University Full Year	Independent Institutions Fall	Independent Institutions No. of Colleges
Cosumnes River College						
1987-88	28	29	143	211	76	
1988-89	32	39	169	256	32	
1989-90	29	39	166	252	6	5
1990-91	35	40	171	278	29	2
1991-92	45	58	191	306	25	2
1992-93	49	62	204	313	15	
1993-94	43	47	209	333	28	
1994-95	63	65	306	463	12	
1995-96	56	67	259	409	17	
1996-97	45		298		14	
Sacramento City College						
1987-88	116	145	477	790	165	
1988-89	141	180	559	826	79	
1989-90	129	169	536	813	93	13
1990-91	147	190	560	854	70	10
1991-92	148	201	590	895	51	6
1992-93	153	197	529	812	27	
1993-94	132	168	540	854	30	
1994-95	151	168	603	918	31	
1995-96	156	168	566	872	19	
1996-97	162		555		17	
Marin Community College District						
College of Marin						
1987-88	83	134	225	368	54	
1988-89	72	122	225	339	49	
1989-90	115	155	259	405	58	12
1990-91	114	188	246	381	0	7
1991-92	108	168	173	280	8	4
1992-93	98	116	149	222	25	
1993-94	111	148	180	268	48	
1994-95	104	108	169	250	28	
1995-96	115	137	162	241	20	
1996-97	100		165		28	
Indian Valley College (Closed 1985)						
1987-88						
1988-89						
1989-90						
1990-91						
1991-92						
1992-93						
1993-94						
1994-95				6		
1995-96				3		
1996-97						

Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term. 1987 Through 1996

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Mendocino-Lake Community College District						
Mendocino College						
1987-88	4	5	42	63	11	
1988-89	5	5	47	75	2	
1989-90	1	1	72	96	8	7
1990-91	3	4	70	90	5	3
1991-92	3	3	50	68	3	2
1992-93	8	12	49	60	5	
1993-94	13	13	59	74	2	
1994-95	7	8	57	77	5	
1995-96	9	11	68	94	4	
1996-97	12		83		6	
Merced Community College District						
Merced College						
1987-88	18	21	248	348	31	
1988-89	20	20	242	324	34	
1989-90	27	35	246	350	18	7
1990-91	28	35	219	335	19	9
1991-92	23	28	242	318	15	2
1992-93	19	22	230	320	5	
1993-94	28	31	265	381	7	
1994-95	26	29	270	379	10	
1995-96	23	29	305	419	8	
1996-97	28		266		6	
Mira Costa Community College District						
Mira Costa College						
1987-88	25	39	96	161	195	
1988-89	26	34	98	153	52	
1989-90	36	48	130	224	91	10
1990-91	58	84	180	284	73	8
1991-92	64	86	202	303	51	6
1992-93	87	123	181	268	34	
1993-94	96	127	212	321	29	
1994-95	96	131	217	359	43	
1995-96	86	115	286	454	43	
1996-97	92		282		18	
Monterey Peninsula Community College District						
Monterey Peninsula College						
1987-88	52	83	145	234	48	
1988-89	58	83	187	262	38	
1989-90	43	57	159	227	38	8
1990-91	58	70	180	257	23	6
1991-92	53	74	158	227	21	4
1992-93	54	72	143	183	14	
1993-94	47	67	136	206	23	
1994-95	63	67	151	219	14	
1995-96	54	61	170	240	6	
1996-97	49		131		175	

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Mt. San Antonio Community College District						
Mt. San Antonio College						
1987-88	61	80	550	960	89	
1988-89	59	73	548	949	47	
1989-90	52	69	558	961	67	16
1990-91	86	101	514	939	60	15
1991-92	100	133	481	926	87	13
1992-93	114	133	534	799	75	
1993-94	115	142	622	1,000	52	
1994-95	137	168	561	1,011	96	
1995-96	156	187	616	1,046	50	
1996-97	161		671		55	
Mt. San Jacinto Community College District						
Mt. San Jacinto College						
1987-88	14	23	52	79	18	
1988-89	12	18	72	98	4	
1989-90	7	14	48	78	4	3
1990-91	17	21	61	96	17	5
1991-92	20	26	55	93	19	6
1992-93	7	13	72	97	13	
1993-94	34	53	87	139	10	
1994-95	51	69	108	151	16	
1995-96	46	56	109	157	18	
1996-97	39		108		17	
Napa Valley Community College District						
Napa Valley College						
1987-88	27	35	137	186	27	
1988-89	27	36	134	166	32	
1989-90	26	28	148	203	48	7
1990-91	24	33	139	184	16	7
1991-92	37	43	118	165	9	3
1992-93	36	42	141	171	24	
1993-94	35	36	147	193	18	
1994-95	60	64	154	220	9	
1995-96	55	60	174	236	8	
1996-97	44		143		9	
North Orange County Community College District						
Cypress College						
1987-88	33	50	395	655	95	
1988-89	36	55	356	626	41	
1989-90	48	65	353	641	68	12
1990-91	55	75	354	623	46	12
1991-92	48	67	364	604	47	8
1992-93	60	74	330	534	32	
1993-94	70	92	342	545	24	
1994-95	86	103	354	573	40	
1995-96	108	118	397	614	45	
1996-97	86		402		18	

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Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to: University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
North Orange County Community College District						
Fullerton College						
1987-88	54	71	669	1,112	149	
1988-89	58	72	696	1,124	92	
1989-90	74	109	635	1,102	103	17
1990-91	95	139	650	1,126	78	11
1991-92	80	124	619	1,025	71	9
1992-93	94	111	708	1,050	60	
1993-94	130	156	644	1,040	57	
1994-95	128	152	664	1,075	73	
1995-96	158	178	599	986	75	
1996-97	116		661		25	
Palo Verde Community College District						
Palo Verde College						
1987-88	2	2	12	14	9	
1988-89	4	4	6	12	2	
1989-90	1	1	9	12	2	2
1990-91	2	2	0	0	4	3
1991-92	1	1	3	3	25	6
1992-93	1	1	12	13	0	
1993-94	1	1	4	4	15	
1994-95	3	3	2	4	2	
1995-96	1	1	5	5	24	
1996-97	1		10		3	
Palomar Community College District						
Palomar College						
1987-88	99	130	412	630	438	
1988-89	95	128	438	669	123	
1989-90	91	120	457	742	197	19
1990-91	107	155	487	782	151	12
1991-92	130	174	489	743	116	9
1992-93	123	179	538	754	55	
1993-94	174	213	539	806	62	
1994-95	133	175	624	946	78	
1995-96	143	178	659	978	60	
1996-97	136		676		37	
Pasadena Area Community College District						
Pasadena City College						
1987-88	161	201	656	1,121	232	
1988-89	141	182	615	1,055	125	
1989-90	145	173	617	1,070	198	21
1990-91	192	242	621	1,102	49	17
1991-92	206	240	611	1,011	193	14
1992-93	218	249	528	819	61	
1993-94	227	273	602	994	54	
1994-95	238	277	544	937	76	
1995-96	268	302	649	1,031	68	
1996-97	238		658		40	

District, College, Year	Number of Transfers to: University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Peralta Community College District						
College of Alameda						
1987-88	38	58	100	183	35	
1988-89	32	52	120	185	22	
1989-90	45	63	100	185	19	9
1990-91	45	73	108	193	41	6
1991-92	55	74	125	230	12	2
1992-93	43	47	149	236	9	
1993-94	64	84	130	231	22	
1994-95	45	57	154	257	24	
1995-96	48	56	173	288	6	
1996-97	61		163		4	
Laney College						
1987-88	68	102	140	232	28	
1988-89	76	117	167	232	20	
1989-90	75	123	162	236	25	10
1990-91	69	112	132	219	15	4
1991-92	88	141	108	198	35	7
1992-93	86	93	129	194	14	
1993-94	81	115	122	215	43	
1994-95	102	125	162	267	42	
1995-96	131	147	163	289	7	
1996-97	116		196		6	
Merritt College						
1987-88	54	73	128	198	27	
1988-89	33	56	126	197	15	
1989-90	33	46	120	178	18	6
1990-91	29	49	90	143	9	4
1991-92	40	61	88	142	22	3
1992-93	43	44	71	111	15	
1993-94	36	48	71	121	27	
1994-95	34	38	85	137	15	
1995-96	32	38	103	146	3	
1996-97	37		78		3	
Vista College						
1987-88	1	4	4	9	1	
1988-89	8	10	12	19	0	
1989-90	4	6	7	14	0	0
1990-91	3	7	10	19	0	0
1991-92	8	11	25	40	1	0
1992-93	7	9	10	19	1	
1993-94	16	17	18	38	10	
1994-95	19	22	12	34	11	
1995-96	28	36	27	41	1	
1996-97	19		28		0	

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Number of Transfers to:

District, College, Year	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Rancho Santiago Community College District						
Rancho Santiago College						
1987-88	46	53	320	547	145	
1988-89	61	82	356	549	68	
1989-90	41	67	275	492	84	9
1990-91	68	85	283	552	60	9
1991-92	53	69	335	525	52	4
1992-93	79	95	349	529	50	
1993-94	76	95	366	588	56	
1994-95	94	116	431	655	60	
1995-96	95	120	493	758	84	
1996-97	122		494		12	
Redwoods Community College District						
College of the Redwoods						
1987-88	8	15	236	321	18	
1988-89	18	22	241	354	9	
1989-90	16	20	238	329	13	4
1990-91	23	28	202	296	8	3
1991-92	14	19	208	318	5	3
1992-93	23	26	235	292	6	
1993-94	28	37	236	292	6	
1994-95	12	16	246	366	9	
1995-96	20	21	216	333	7	
1996-97	18		261		4	
Rio Hondo Community College District						
Rio Hondo College						
1987-88	17	22	230	356	71	
1988-89	17	17	241	371	37	
1989-90	19	21	168	312	45	10
1990-91	25	38	181	329	21	8
1991-92	29	38	206	339	26	6
1992-93	23	26	180	282	13	
1993-94	29	36	196	319	14	
1994-95	41	47	201	339	20	
1995-96	52	63	255	399	18	
1996-97	32		232		13	
Riverside Community College District						
Riverside Community College						
1987-88	98	162	345	520	80	
1988-89	128	170	352	528	38	
1989-90	119	150	348	542	73	11
1990-91	149	178	440	653	44	12
1991-92	150	167	451	669	47	11
1992-93	160	179	466	634	75	
1993-94	170	208	492	666	20	
1994-95	199	249	455	716	67	
1995-96	184	230	497	744	86	
1996-97	161		448		19	

Number of Transfers to:

District, College, Year	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Saddleback Community College District						
Irvine Valley College						
1987-88	52	66	42	73	1	
1988-89	32	61	41	74	3	
1989-90	51	77	64	105	8	4
1990-91	80	129	80	146	13	7
1991-92	72	123	104	162	16	1
1992-93	103	114	151	213	10	
1993-94	148	167	153	238	15	
1994-95	135	162	175	295	31	
1995-96	132	163	204	313	33	
1996-97	138		219		16	
Saddleback College						
1987-88	175	228	453	692	325	
1988-89	139	185	519	774	133	
1989-90	150	200	438	765	169	20
1990-91	178	246	494	806	135	15
1991-92	190	264	485	749	80	13
1992-93	200	239	495	730	73	
1993-94	185	210	446	690	30	
1994-95	196	229	476	739	55	
1995-96	184	219	517	745	75	
1996-97	205		491		32	
San Bernardino Community College District						
Crafton Hills College						
1987-88	10	16	97	140	29	
1988-89	20	25	114	159	10	
1989-90	13	17	116	151	33	11
1990-91	20	22	134	190	25	10
1991-92	22	28	109	166	21	5
1992-93	26	31	126	181	43	
1993-94	15	20	114	168	6	
1994-95	30	41	101	169	41	
1995-96	28	35	143	195	43	
1996-97	30		154		28	
San Bernardino Valley College						
1987-88	25	35	294	449	57	
1988-89	17	25	277	392	22	
1989-90	20	26	306	443	43	7
1990-91	24	29	280	398	22	5
1991-92	30	33	228	330	29	9
1992-93	21	23	233	373	36	
1993-94	41	50	222	325	4	
1994-95	35	41	228	349	43	
1995-96	36	46	277	391	44	
1996-97	45		281		11	

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Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
San Diego Community College District						
San Diego City College						
1987-88	48	72	218	427	291	
1988-89	40	58	265	438	102	
1989-90	37	47	225	413	112	10
1990-91	49	58	214	378	341	6
1991-92	64	83	269	409	61	9
1992-93	81	103	236	357	34	
1993-94	49	66	241	355	45	
1994-95	67	103	256	377	48	
1995-96	56	84	245	320	46	
1996-97	48		120		13	
San Diego Mesa College						
1987-88	143	200	519	935	255	
1988-89	167	231	537	1,000	86	
1989-90	213	279	574	1,100	151	10
1990-91	270	326	714	1,224	137	11
1991-92	248	381	654	1,055	178	10
1992-93	241	340	512	803	100	
1993-94	297	410	498	754	81	
1994-95	264	382	583	873	80	
1995-96	215	309	538	911	98	
1996-97	202		622		42	
San Diego Miramar College						
1987-88	10	13	38	74	50	
1988-89	8	9	33	65	20	
1989-90	14	16	41	88	8	5
1990-91	13	16	58	103	47	6
1991-92	16	21	65	115	22	4
1992-93	20	28	95	121	15	
1993-94	32	38	87	155	10	
1994-95	27	41	146	236	5	
1995-96	25	37	180	256	12	
1996-97	27		147		7	
San Francisco Community College District						
City College of San Francisco						
1987-88	160	235	688	1,270	85	
1988-89	156	245	807	1,280	53	
1989-90	152	231	778	1,379	58	13
1990-91	185	285	794	1,344	27	7
1991-92	139	227	670	1,118	93	10
1992-93	160	192	678	1,094	61	
1993-94	213	269	721	1,132	140	
1994-95	210	255	872	1,327	92	
1995-96	210	251	843	1,302	44	
1996-97	204		798		13	

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
San Joaquin Delta Community College District						
San Joaquin Delta College						
1987-88	78	93	466	640	220	
1988-89	93	113	552	765	152	
1989-90	91	106	527	705	107	12
1990-91	83	95	537	752	126	12
1991-92	93	102	495	725	184	8
1992-93	83	101	508	698	201	
1993-94	81	94	485	686	173	
1994-95	80	86	463	694	130	
1995-96	71	79	528	793	120	
1996-97	94		564		92	
San Jose Community College District						
Evergreen Valley College						
1987-88	14	20	157	254	19	
1988-89	17	25	196	318	18	
1989-90	8	15	182	312	16	5
1990-91	21	30	181	295	18	3
1991-92	10	18	208	322	23	3
1992-93	17	18	210	233	8	
1993-94	34	39	278	384	24	
1994-95	28	34	256	371	20	
1995-96	19	22	225	326	9	
1996-97	19		250		5	
San Jose City College						
1987-88	5	11	209	320	42	
1988-89	17	22	212	309	35	
1989-90	13	18	203	312	7	4
1990-91	11	19	204	297	31	5
1991-92	18	24	175	299	21	3
1992-93	17	20	174	216	19	
1993-94	22	23	188	264	27	
1994-95	18	21	160	256	29	
1995-96	27	29	175	254	6	
1996-97	34		215		7	
San Luis Obispo County Community College District						
Cuesta College						
1987-88	25	37	206	513	38	
1988-89	28	38	210	571	14	
1989-90	24	31	224	628	24	8
1990-91	27	34	273	593	16	11
1991-92	31	45	369	759	24	7
1992-93	49	57	345	595	20	
1993-94	59	66	419	681	16	
1994-95	36	48	356	735	10	
1995-96	36	48	384	739	9	
1996-97	40		401		8	

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District, College, Year	Number of Transfers to: University of California Fall	University of California Full Year	The California State University Fall	The California State University Full Year	Independent Institutions Fall	Independent Institutions No. of Colleges
San Mateo County Community College District						
Canada College						
1987-88	29	33	137	187	25	
1988-89	18	22	131	192	27	
1989-90	16	22	125	183	28	7
1990-91	26	28	103	158	24	5
1991-92	25	29	97	163	30	4
1992-93	28	30	98	154	29	
1993-94	27	32	113	151	36	
1994-95	28	34	106	157	20	
1995-96	34	37	105	174	8	
1996-97	24		124		25	
College of San Mateo						
1987-88	96	129	493	763	63	
1988-89	124	157	506	760	64	
1989-90	134	153	512	762	68	12
1990-91	123	155	443	648	38	8
1991-92	128	160	363	568	74	8
1992-93	111	127	380	559	63	
1993-94	129	163	378	557	105	
1994-95	129	139	375	570	54	
1995-96	137	152	380	599	26	
1996-97	123		383		58	
Skyline College						
1987-88	23	25	180	280	29	
1988-89	19	23	193	307	23	
1989-90	28	34	162	274	38	10
1990-91	23	28	202	308	19	5
1991-92	24	28	188	304	37	6
1992-93	29	32	185	291	24	
1993-94	42	51	184	280	37	
1994-95	49	57	219	337	23	
1995-96	60	64	213	346	12	
1996-97	55		247		14	
Santa Barbara Community College District						
Santa Barbara City College						
1987-88	309	493	214	304	53	
1988-89	273	393	231	343	46	
1989-90	353	509	213	321	68	20
1990-91	401	618	262	360	51	9
1991-92	364	525	247	347	60	13
1992-93	402	541	229	337	39	
1993-94	443	588	241	357	48	
1994-95	399	628	253	360	27	
1995-96	368	539	284	399	32	
1996-97	345		270		17	

District, College, Year	Number of Transfers to: University of California Fall	University of California Full Year	The California State University Fall	The California State University Full Year	Independent Institutions Fall	Independent Institutions No. of Colleges
Santa Clarita Community College District						
College of the Canyons						
1987-88	15	21	121	212	23	
1988-89	18	27	133	199	22	
1989-90	22	32	130	210	33	12
1990-91	26	39	151	237	13	8
1991-92	36	49	191	298	29	7
1992-93	48	57	186	253	16	
1993-94	54	64	196	280	10	
1994-95	55	64	162	267	14	
1995-96	62	72	225	343	19	
1996-97	43		243		17	
Santa Monica Community College District						
Santa Monica College						
1987-88	302	474	504	798	236	
1988-89	353	508	530	791	170	
1989-90	337	450	466	792	177	22
1990-91	424	528	462	758	60	10
1991-92	432	560	478	781	146	15
1992-93	499	599	511	743	96	
1993-94	517	660	540	797	52	
1994-95	487	607	460	732	63	
1995-96	519	666	542	849	88	
1996-97	470		625		45	
Shasta-Tehema-Trinity Joint Community College District						
Shasta College						
1987-88	19	24	324	424	22	
1988-89	23	31	289	379	6	
1989-90	24	25	267	358	28	10
1990-91	25	28	300	361	54	12
1991-92	13	17	247	331	18	9
1992-93	27	34	219	291	7	
1993-94	24	26	179	235	19	
1994-95	24	25	214	299	21	
1995-96	27	29	235	332	59	
1996-97	24		225		9	
Sierra Joint Community College District						
Sierra College						
1987-88	46	60	374	555	87	
1988-89	69	85	389	562	36	
1989-90	58	83	363	553	49	11
1990-91	74	98	400	575	45	8
1991-92	53	74	399	600	34	4
1992-93	85	107	389	570	18	
1993-94	74	91	435	639	30	
1994-95	88	91	462	690	26	
1995-96	95	97	494	712	20	
1996-97	99		503		15	

Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Siskiyou Joint Community College District						
College of the Siskiyous						
1987-88	9	10	51	69	7	
1988-89	9	12	59	72	8	
1989-90	11	12	59	62	1	1
1990-91	16	18	61	77	3	3
1991-92	16	17	51	69	2	1
1992-93	7	9	56	64	0	
1993-94	5	6	53	63	5	
1994-95	17	18	61	77	2	
1995-96	9	9	48	63	8	
1996-97	8		36		4	
Solano County Community College District						
Solano Community College						
1987-88	41	61	174	271	48	
1988-89	45	65	183	275	34	
1989-90	42	63	184	279	31	10
1990-91	55	81	223	335	20	4
1991-92	52	71	190	287	30	8
1992-93	82	95	200	283	15	
1993-94	74	88	224	318	17	
1994-95	62	67	249	387	15	
1995-96	74	79	239	339	14	
1996-97	87		233		10	
Sonoma County Community College District						
Santa Rosa Junior College						
1987-88	87	100	675	962	48	
1988-89	118	140	635	901	34	
1989-90	155	189	582	862	41	14
1990-91	176	212	614	856	23	12
1991-92	153	186	598	916	26	8
1992-93	153	186	568	690	46	
1993-94	147	182	635	845	35	
1994-95	165	179	600	894	32	
1995-96	145	169	643	940	21	
1996-97	156		578		29	
Chabot-Las Positas (formerly South County) Community College District						
Chabot College						
1987-88	102	135	484	805	67	
1988-89	85	118	531	893	53	
1989-90	105	140	614	976	53	15
1990-91	118	159	588	966	35	10
1991-92	99	131	566	958	49	7
1992-93	111	124	510	809	24	
1993-94	130	144	605	974	63	
1994-95	136	161	706	1,058	64	
1995-96	122	135	534	831	16	
1996-97	104		497		8	

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Chabot-Las Positas (formerly South County) Community College District						
Las Positas College						
1987-88						
1988-89						
1989-90						
1990-91						
1991-92	0		0		1	1
1992-93	1	2	0		1	
1993-94	15	17	6	9	4	
1994-95	28	33	68	121	3	
1995-96	27	31	100	154	4	
1996-97	30		132		4	
Southwestern Community College District						
Southwestern College						
1987-88	41	55	293	468	437	
1988-89	35	55	294	471	118	
1989-90	42	49	309	508	208	10
1990-91	46	53	321	568	191	10
1991-92	53	59	370	569	140	8
1992-93	80	103	384	560	59	
1993-94	76	120	340	536	80	
1994-95	64	93	419	663	70	
1995-96	95	118	477	753	63	
1996-97	72		440		20	
State Center Community College District						
Fresno City College						
1987-88	33	42	721	1,085	85	
1988-89	34	60	709	1,098	48	
1989-90	52	68	728	1,137	102	11
1990-91	76	87	735	1,103	54	5
1991-92	75	89	712	1,049	33	5
1992-93	70	79	683	978	18	
1993-94	70	80	768	1,123	19	
1994-95	78	86	754	1,174	23	
1995-96	59	69	782	1,164	44	
1996-97	78		798		16	
Kings River Community College						
1987-88	1	3	131	178	17	
1988-89	6	7	105	151	11	
1989-90	9	9	106	157	29	4
1990-91	8	9	121	185	16	5
1991-92	11	12	130	179	8	2
1992-93	13	14	106	148	5	
1993-94	9	10	147	218	6	
1994-95	23	25	158	220	12	
1995-96	9	11	229	332	21	
1996-97	14		252		28	

Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Ventura County Community College District						
Moorpark College						
1987-88	67	95	357	497	100	
1988-89	61	77	372	526	44	
1989-90	85	96	359	560	53	14
1990-91	80	102	369	539	82	13
1991-92	109	151	386	618	106	13
1992-93	143	169	399	545	44	
1993-94	145	185	406	575	21	
1994-95	142	185	386	569	27	
1995-96	153	193	463	670	30	
1996-97	165		479		31	
Oxnard College						
1987-88	16	25	37	57	17	
1988-89	14	17	63	81	10	
1989-90	20	21	52	72	8	5
1990-91	12	20	95	127	9	3
1991-92	23	28	97	136	8	1
1992-93	13	17	77	112	3	
1993-94	31	37	74	111	4	
1994-95	32	37	83	127	1	
1995-96	34	46	109	156	5	
1996-97	41		92		3	
Ventura College						
1987-88	126	193	259	387	70	
1988-89	136	180	340	476	32	
1989-90	99	108	289	422	48	15
1990-91	106	128	334	485	47	10
1991-92	110	141	345	524	37	8
1992-93	126	143	329	443	30	
1993-94	118	138	286	418	13	
1994-95	98	135	308	421	20	
1995-96	108	131	292	446	22	
1996-97	102		361		18	
Victor Valley Community College District						
Victor Valley College						
1987-88	9	10	108	151	22	
1988-89	10	10	106	176	6	
1989-90	11	11	96	157	3	2
1990-91	14	14	110	167	15	7
1991-92	12	14	111	151	10	3
1992-93	12	17	115	171	9	
1993-94	17	19	109	179	8	
1994-95	11	15	132	190	20	
1995-96	17	27	159	227	16	
1996-97	28		132		11	

District, College, Year	Number of Transfers to:					
	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
West Hills Community College District						
West Hills College						
1987-88	5	5	69	88	15	
1988-89	2	2	59	78	11	
1989-90	2	2	54	73	15	5
1990-91	1	1	63	84	4	2
1991-92	5	6	52	75	9	3
1992-93	2	2	47	57	2	
1993-94	6	6	58	66	2	
1994-95	2	3	40	61	2	
1995-96	4	5	43	58	4	
1996-97	1		50		1	
West Kern Community College District						
Taft College						
1987-88	1	1	51	66	4	
1988-89	2	3	41	51	2	
1989-90	0	1	39	52	0	0
1990-91	0	0	28	38	2	2
1991-92	5	5	36	44	0	0
1992-93	2	2	49	57	2	
1993-94	1	2	30	41	1	
1994-95	1	3	39	53	1	
1995-96	2	2	27	44	1	
1996-97	3		26		1	
West Valley-Mission Community College District						
Mission College						
1987-88	16	20	128	210	11	
1988-89	11	16	177	257	25	
1989-90	13	15	144	218	13	4
1990-91	14	18	133	214	18	4
1991-92	12	20	117	205	31	5
1992-93	20	22	118	157	10	
1993-94	19	23	177	243	26	
1994-95	30	33	180	263	19	
1995-96	34	41	182	286	3	
1996-97	34		180		12	
West Valley College						
1987-88	73	99	607	888	51	
1988-89	64	79	567	840	47	
1989-90	41	51	457	681	61	16
1990-91	84	104	474	702	43	10
1991-92	117	147	463	687	43	7
1992-93	90	109	496	582	40	
1993-94	81	99	589	754	53	
1994-95	121	138	493	721	31	
1995-96	114	132	478	673	21	
1996-97	106		382		31	

Flow of Transfer Students from California Community College Districts and Colleges to the University of California, the California State University and Regionally Accredited Independent Colleges and Universities, Full-Year 1987-88 Through 1995-96, and Fall Term 1987 Through 1996

District, College, Year	Number of Transfers to: University of California Fall	University of California Full Year	The California State University Fall	The California State University Full Year	Independent Institutions Fall	Independent Institutions No. of Colleges
Yosemite Community College District						
Columbia College						
1987-88	6	6	45	57	3	
1988-89	6	7	49	65	12	
1989-90	4	5	42	61	0	0
1990-91	8	10	40	56	6	2
1991-92	8	9	40	56	7	3
1992-93	9	9	59	76	5	
1993-94	6	7	60	83	7	
1994-95	7	7	71	95	3	
1995-96	10	11	78	122	3	
1996-97	11		83		1	
Modesto Junior College						
1987-88	49	64	435	647	69	
1988-89	49	63	427	636	53	
1989-90	35	47	409	642	48	12
1990-91	43	54	393	634	26	8
1991-92	51	67	396	595	45	5
1992-93	44	52	457	634	30	
1993-94	59	68	410	632	26	
1994-95	43	51	451	709	39	
1995-96	61	68	502	746	29	
1996-97	49		507		18	
Yuba Community College District						
Yuba College						
1987-88	20	27	201	291	35	
1988-89	42	47	227	303	15	
1989-90	17	23	195	313	27	10
1990-91	22	31	210	282	14	8
1991-92	36	44	189	276	17	4
1992-93	27	42	205	282	6	
1993-94	27	30	194	267	8	
1994-95	36	37	213	310	13	
1995-96	33	35	200	304	8	
1996-97	24		218		3	
Statewide Total						
1987-88	5,465	7,712	28,198	44,673	8,752	
1988-89	5,933	8,144	29,338	45,389	4,499	
1989-90	6,225	8,164	28,245	45,713	5,491	43
1990-91	7,419	10,030	29,295	46,670	4,211	34
1991-92	7,464	9,972	28,530	44,898	4,595	32
1992-93	8,244	9,993	28,344	40,976	3,010	0
1993-94	8,857	10,940	29,520	44,420	3,149	0
1994-95	8,997	10,929	30,388	46,912	3,223	
1995-96	9,021	10,886	31,872	48,688	2,780	
1996-97	8,798	0	32,357	0	1,897	

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Allan Hancock Joint Community College District												
Allan Hancock College												
1993-94	UC	4	2	1	4	0	24	35	0	3	0	38
	CSU	5	8	13	56	10	143	235	1	33	0	269
1994-95	UC	2	2	1	1	0	32	38	0	1	0	39
	CSU	8	6	9	49	3	150	225	2	35	0	262
1995-96	UC	5	2	3	13	1	27	51	0	1	1	53
	CSU	9	16	11	50	4	139	229	5	48	0	282
Antelope Valley Community College District												
Antelope Valley College												
1993-94	UC	6	4	1	3	2	20	36	0	5	0	41
	CSU	5	20	4	23	4	157	213	0	28	0	241
1994-95	UC	11	3	3	8	1	42	68	0	0	0	68
	CSU	13	14	8	41	2	149	227	3	29	0	259
1995-96	UC	1	1	2	10	1	30	45	0	1	3	49
	CSU	6	25	6	30	3	149	219	2	29	0	250
Barstow Community College District												
Barstow College												
1993-94	UC	0	0	0	2	0	3	5	0	0	0	5
	CSU	1	0	1	5	0	6	13	0	5	0	18
1994-95	UC	1	0	1	2	0	0	4	0	0	0	4
	CSU	1	5	1	5	1	11	24	1	5	0	30
1995-96	UC	0	0	0	3	0	3	6	0	0	0	6
	CSU	1	2	2	2	0	7	14	0	2	0	16
Butte Community College District												
Butte College												
1993-94	UC	0	0	0	1	1	17	19	0	2	0	21
	CSU	26	10	1	53	14	375	479	21	71	0	571
1994-95	UC	1	1	0	2	1	17	22	0	0	0	22
	CSU	17	10	3	55	9	380	474	21	73	0	568
1995-96	UC	2	1	0	2	0	14	19	0	1	2	22
	CSU	15	13	2	43	11	413	497	16	95	0	608
Cabrillo Community College District												
Cabrillo College												
1993-94	UC	11	1	4	29	2	230	277	0	41	0	318
	CSU	22	2	4	58	8	253	347	9	67	0	423
1994-95	UC	14	2	0	30	2	186	234	0	18	0	252
	CSU	14	9	3	62	1	229	318	6	65	0	389
1995-96	UC	25	2	1	24	10	178	240	0	26	2	268
	CSU	12	5	6	74	9	270	376	12	67	0	455

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Cerritos Community College District												
Cerritos College												
1993-94	UC	39	4	5	20	0	22	90	0	3	0	93
	CSU	82	35	31	235	4	173	560	20	56	0	636
1994-95	UC	48	2	1	26	0	15	92	0	2	0	94
	CSU	93	44	28	231	6	174	576	20	56	0	652
1995-96	UC	54	2	2	25	1	12	96	0	8	8	112
	CSU	99	40	24	250	11	165	589	25	53	0	667
Chaffey Community College District												
Chaffey College												
1993-94	UC	18	1	3	12	0	27	61	0	8	0	69
	CSU	38	40	13	109	8	253	461	15	56	0	532
1994-95	UC	19	3	4	10	1	37	74	0	5	0	79
	CSU	40	36	15	116	10	276	493	21	70	0	584
1995-96	UC	15	6	4	13	0	40	78	0	2	5	85
	CSU	41	39	14	98	10	266	468	15	74	0	557
Citrus Community College District												
Citrus College												
1993-94	UC	14	3	1	8	1	26	53	0	3	0	56
	CSU	31	21	6	76	6	172	312	53	40	0	405
1994-95	UC	19	0	2	15	0	17	53	0	1	0	54
	CSU	50	19	11	96	2	183	361	59	32	0	452
1995-96	UC	17	2	3	10	0	29	61	0	1	2	64
	CSU	41	17	10	97	4	188	357	42	40	0	439
Coachella Valley Community College District												
College of the Desert												
1993-94	UC	3	1	1	8	0	26	39	0	3	0	42
	CSU	8	4	4	59	5	127	207	1	31	0	239
1994-95	UC	2	1	0	15	1	45	64	0	1	0	65
	CSU	8	5	7	44	2	131	197	1	19	0	217
1995-96	UC	2	2	1	24	2	27	58	0	2	4	64
	CSU	9	3	4	57	1	130	204	2	24	0	230
Coast Community College District												
Coastline Community College												
1993-94	UC	8	1	0	0	0	9	18	0	1	0	19
	CSU	5	2	0	4	0	42	53	0	12	0	65
1994-95	UC	7	0	1	1	1	6	16	0	0	0	16
	CSU	7	1	1	15	0	58	82	3	8	0	93
1995-96	UC	4	1	0	1	0	5	11	0	0	0	11
	CSU	14	3	4	3	4	51	79	0	7	0	86

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Golden West College												
1993-94	UC	54	0	2	16	1	41	114	0	5	0	119
	CSU	143	3	9	40	5	300	500	12	61	0	573
1994-95	UC	55	0	1	16	2	61	135	0	4	0	139
	CSU	193	9	7	64	11	351	635	8	65	0	708
1995-96	UC	71	0	2	9	2	32	116	0	0	3	119
	CSU	184	8	8	47	9	283	539	7	72	0	618
Orange Coast College												
1993-94	UC	107	5	5	50	8	292	467	0	26	0	493
	CSU	204	12	10	91	22	620	959	24	132	0	1,115
1994-95	UC	147	6	5	46	7	248	459	0	15	0	474
	CSU	248	18	12	109	9	686	1,082	29	117	0	1,228
1995-96	UC	154	1	9	41	9	189	403	0	19	9	431
	CSU	229	16	10	122	15	594	986	32	111	0	1,129
College of the Sequoias Community College District												
College of the Sequoias												
1993-94	UC	1	1	0	11	0	32	45	0	1	0	46
	CSU	12	10	8	88	6	207	331	3	56	0	390
1994-95	UC	1	0	1	9	0	19	30	0	1	0	31
	CSU	15	12	6	104	7	192	336	4	58	0	398
1995-96	UC	2	0	1	17	1	19	40	0	2	2	44
	CSU	21	5	7	128	8	227	396	0	73	0	469
Compton Community College District												
Compton Community College												
1993-94	UC	0	0	0	0	0	1	1	0	0	0	1
	CSU	3	58	2	18	0	3	84	1	10	0	95
1994-95	UC	1	0	0	1	0	0	2	0	0	0	2
	CSU	1	73	2	26	1	3	106	2	13	0	121
1995-96	UC	0	2	0	1	0	1	4	0	0	0	4
	CSU	3	70	0	22	1	5	101	1	5	0	107
Contra Costa Community College District												
Contra Costa College												
1993-94	UC	20	8	0	9	0	20	57	0	1	0	58
	CSU	36	69	10	25	2	52	194	6	28	0	228
1994-95	UC	10	10	5	6	0	15	46	0	0	0	46
	CSU	35	52	9	24	0	50	170	4	27	0	201
1995-96	UC	12	5	2	9	2	14	44	0	2	2	48
	CSU	33	56	8	28	1	33	159	4	30	0	193

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Diablo Valley College												
1993-94	UC	102	12	18	42	9	311	494	0	29	0	523
	CSU	103	29	57	82	13	693	977	15	177	0	1,169
1994-95	UC	99	8	22	45	2	262	438	0	27	0	465
	CSU	110	45	84	109	14	707	1,069	21	158	0	1,248
1995-96	UC	104	18	15	32	3	222	394	0	16	26	436
	CSU	140	44	96	114	8	678	1,080	29	187	0	1,296
Los Medanos College												
1993-94	UC	2	0	1	6	0	10	19	0	0	0	19
	CSU	5	10	4	17	1	83	120	0	14	0	134
1994-95	UC	1	4	1	3	0	17	26	0	1	0	27
	CSU	10	9	5	30	1	78	133	0	18	0	151
1995-96	UC	1	1	4	4	2	13	25	0	1	1	27
	CSU	10	14	8	29	3	74	138	3	20	0	161
El Camino Community College District												
El Camino College												
1993-94	UC	80	10	5	44	0	109	248	0	14	0	262
	CSU	157	127	29	149	8	339	809	16	110	0	935
1994-95	UC	77	7	10	36	3	100	233	0	10	0	243
	CSU	165	122	32	150	5	292	766	19	113	0	898
1995-96	UC	108	16	8	39	1	69	241	0	13	7	261
	CSU	145	141	42	181	8	301	818	21	101	0	940
Feather River Community College District												
Feather River College												
1993-94	UC	0	0	0	1	0	1	2	0	0	0	2
	CSU	0	1	0	1	0	15	17	0	3	0	20
1994-95	UC	0	0	1	1	0	1	3	0	0	0	3
	CSU	2	2	0	2	0	22	28	0	2	0	30
1995-96	UC	0	0	0	0	0	2	2	0	0	0	2
	CSU	1	1	0	1	0	31	34	0	1	0	35
Foothill-De Anza Community College District												
De Anza College												
1993-94	UC	186	3	8	30	1	148	376	0	29	0	405
	CSU	275	50	81	110	7	530	1,053	50	196	0	1,299
1994-95	UC	207	6	9	37	1	132	392	0	16	0	408
	CSU	329	38	71	96	13	450	997	49	127	0	1,173
1995-96	UC	206	10	13	27	6	96	358	0	23	21	402
	CSU	366	33	75	150	13	370	1,007	38	134	0	1,179

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Foothill College												
1993-94	UC	44	5	1	12	1	76	139	0	16	0	155
	CSU	55	15	10	48	6	196	330	23	53	0	406
1994-95	UC	49	5	2	6	1	105	168	0	10	0	0
	CSU	72	15	9	38	5	192	331	38	57	0	0
1995-96	UC	45	3	4	21	2	90	165	0	13	8	186
	CSU	80	18	11	39	5	153	306	48	52	0	406
Fremont-Newark Community College District												
Ohlone College												
1993-94	UC	17	3	6	7	1	40	74	0	6	0	80
	CSU	79	12	28	44	6	203	372	11	51	0	434
1994-95	UC	25	0	1	9	0	32	67	0	1	0	68
	CSU	71	4	33	46	7	222	383	6	64	0	453
1995-96	UC	26	1	4	7	0	22	60	0	3	3	66
	CSU	75	13	32	58	4	217	399	7	78	0	484
Gavilan Joint Community College District												
Gavilan College												
1993-94	UC	2	0	0	3	1	7	13	0	2	0	15
	CSU	7	7	3	40	2	95	154	5	21	0	180
1994-95	UC	5	0	0	9	0	14	28	0	2	0	30
	CSU	12	4	3	49	1	96	165	0	23	0	188
1995-96	UC	2	0	0	6	1	14	23	0	0	1	24
	CSU	7	0	2	57	2	95	163	7	24	0	194
Glendale Community College District												
Glendale Community College												
1993-94	UC	41	3	7	24	0	102	177	0	3	0	180
	CSU	82	6	18	80	3	178	367	32	96	0	495
1994-95	UC	44	2	9	16	0	77	148	0	5	0	153
	CSU	73	6	30	101	2	189	401	30	106	0	537
1995-96	UC	43	2	5	26	1	91	168	0	8	5	181
	CSU	65	9	31	111	2	181	399	41	129	0	569
Grossmont Community College District												
Cuyamaca College												
1993-94	UC	0	0	2	2	0	7	11	0	3	0	14
	CSU	6	3	1	21	2	88	121	0	19	0	140
1994-95	UC	2	0	3	5	1	21	32	0	2	0	34
	CSU	14	2	4	28	1	102	151	3	22	0	176
1995-96	UC	4	1	0	2	0	6	13	0	1	0	14
	CSU	7	5	3	19	2	103	139	1	29	0	169

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Grossmont College												
1993-94	UC	8	2	2	17	2	113	144	0	6	0	150
	CSU	46	22	12	87	11	536	714	45	102	0	861
1994-95	UC	20	5	4	13	0	104	146	0	4	0	150
	CSU	50	23	21	94	12	496	696	51	101	0	848
1995-96	UC	15	3	4	20	1	75	118	0	8	7	133
	CSU	54	31	16	85	13	492	691	50	129	0	870
Hartnell Community College District												
Hartnell College												
1993-94	UC	2	3	4	13	0	22	44	0	4	0	48
	CSU	11	4	15	98	3	95	226	10	24	0	260
1994-95	UC	6	1	2	20	0	20	49	0	0	0	49
	CSU	15	8	18	91	4	94	230	7	18	0	255
1995-96	UC	12	2	2	14	0	11	41	0	2	2	45
	CSU	19	10	24	111	6	97	267	9	38	0	314
Imperial Community College District												
Imperial Valley College												
1993-94	UC	1	0	0	17	0	4	22	0	0	0	22
	CSU	3	4	1	154	2	35	199	2	12	0	213
1994-95	UC	1	0	0	8	0	2	11	0	0	0	11
	CSU	2	3	2	165	1	43	216	1	10	0	227
1995-96	UC	0	0	0	14	1	2	17	0	1	0	18
	CSU	3	1	1	159	1	39	204	1	10	0	215
Kern Community College District												
Bakersfield College												
1993-94	UC	5	3	1	5	0	23	37	0	2	0	39
	CSU	24	30	10	136	21	329	550	4	63	0	617
1994-95	UC	3	0	1	7	0	24	35	0	2	0	37
	CSU	24	23	15	153	21	362	598	2	65	0	665
1995-96	UC	6	1	0	4	2	29	42	0	4	3	49
	CSU	26	24	10	155	8	397	620	7	81	0	708
Cerro Coso Community College												
1993-94	UC	1	0	1	1	0	7	10	0	0	0	10
	CSU	1	3	2	4	0	54	64	0	7	0	71
1994-95	UC	0	0	0	1	2	9	12	0	1	0	13
	CSU	4	1	0	4	0	43	52	0	2	0	54
1995-96	UC	0	0	0	1	0	6	7	0	0	3	10
	CSU	0	2	1	6	2	69	80	0	9	0	89

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Porterville College												
1993-94	UC	1	1	0	1	0	3	6	0	0	0	6
	CSU	7	2	2	19	0	48	78	0	6	0	84
1994-95	UC	1	0	0	6	1	5	13	0	1	0	14
	CSU	2	0	3	27	3	41	76	1	9	0	86
1995-96	UC	0	0	0	3	0	7	10	0	1	2	13
	CSU	7	3	8	34	1	50	103	0	9	0	112
Lake Tahoe Community College District												
Lake Tahoe Community College												
1993-94	UC	0	0	0	0	0	11	11	0	1	0	12
	CSU	1	0	0	1	0	23	25	0	4	0	29
1994-95	UC	0	0	0	2	1	12	15	0	0	0	15
	CSU	0	0	0	2	0	15	17	0	2	0	19
1995-96	UC	0	0	0	0	0	6	6	0	1	0	7
	CSU	1	2	0	1	0	16	20	0	4	0	24
Lassen Community College District												
Lassen College												
1993-94	UC	1	0	0	1	0	6	8	0	0	0	8
	CSU	3	1	0	1	1	24	30	0	2	0	32
1994-95	UC	0	0	0	0	0	4	4	0	0	0	4
	CSU	1	2	1	1	0	36	41	0	2	0	43
1995-96	UC	0	0	0	0	0	2	2	0	0	1	3
	CSU	3	5	0	3	3	21	35	1	4	0	40
Long Beach Community College District												
Long Beach City College												
1993-94	UC	21	4	5	9	0	45	84	0	9	0	93
	CSU	114	63	22	92	8	305	604	10	58	0	672
1994-95	UC	22	4	6	12	2	49	95	0	5	0	100
	CSU	112	57	32	105	5	282	593	6	73	0	672
1995-96	UC	37	8	7	12	0	32	96	0	6	0	102
	CSU	121	90	47	118	9	267	652	7	69	0	728
Los Angeles Community College District												
East Los Angeles College												
1993-94	UC	22	1	1	52	0	2	78	0	1	0	79
	CSU	76	13	4	276	1	25	395	54	29	0	478
1994-95	UC	34	1	1	47	1	6	90	0	0	0	90
	CSU	107	10	3	276	4	18	418	82	16	0	516
1995-96	UC	35	0	1	51	0	1	88	0	3	0	91
	CSU	112	6	5	315	2	9	449	40	34	0	523

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Los Angeles City College												
1993-94	UC	40	6	4	17	0	21	88	0	4	0	92
	CSU	84	57	30	112	2	47	332	33	29	0	394
1994-95	UC	28	6	6	12	0	26	78	0	0	0	78
	CSU	61	67	20	119	1	52	320	49	30	0	399
1995-96	UC	44	5	2	16	2	15	84	0	1	1	86
	CSU	69	77	31	120	1	51	349	38	30	0	417
Los Angeles Harbor College												
1993-94	UC	6	3	2	3	0	9	23	0	1	0	24
	CSU	21	36	17	54	0	107	235	9	27	0	271
1994-95	UC	8	1	3	6	0	22	40	0	0	0	40
	CSU	19	43	18	68	2	102	252	18	36	0	306
1995-96	UC	10	3	3	9	0	12	37	0	2	1	40
	CSU	19	43	19	100	4	99	284	9	43	0	336
Los Angeles Mission College												
1993-94	UC	2	0	0	7	1	4	14	0	0	0	14
	CSU	6	9	1	55	2	37	110	2	9	0	121
1994-95	UC	4	0	0	6	0	3	13	0	0	0	13
	CSU	4	10	0	59	1	24	98	1	18	0	117
1995-96	UC	2	0	0	4	1	4	11	0	1	0	12
	CSU	7	10	0	87	1	40	145	7	17	0	169
Los Angeles Pierce College												
1993-94	UC	36	5	1	24	1	162	229	0	11	0	240
	CSU	106	16	22	84	6	389	623	31	115	0	769
1994-95	UC	39	8	12	18	1	172	250	0	10	0	260
	CSU	87	25	26	80	4	345	567	29	109	0	705
1995-96	UC	35	3	4	17	3	139	201	0	9	5	215
	CSU	124	32	25	105	4	402	692	23	167	0	882
Los Angeles Southwest College												
1993-94	UC	0	5	0	0	0	0	5	0	0	0	5
	CSU	3	117	0	12	0	1	133	2	6	0	141
1994-95	UC	0	1	0	3	0	0	4	0	0	0	4
	CSU	3	78	0	12	1	6	100	3	9	0	112
1995-96	UC	0	4	0	0	0	0	4	0	0	0	4
	CSU	3	116	0	13	1	2	135	0	17	0	152
Los Angeles Trade-Technical College												
1993-94	UC	1	0	0	1	0	1	3	0	0	0	3
	CSU	22	60	5	56	1	8	152	4	11	0	167
1994-95	UC	3	0	0	5	0	1	9	0	0	0	9
	CSU	19	69	4	53	2	9	156	2	9	0	167
1995-96	UC	3	4	0	3	0	0	10	0	0	0	10
	CSU	16	77	0	81	2	6	182	4	12	0	198

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Los Angeles Valley College												
1993-94	UC	35	6	6	33	3	96	179	0	6	0	185
	CSU	76	25	18	140	7	262	528	19	89	0	636
1994-95	UC	22	5	4	36	3	87	157	0	7	0	164
	CSU	62	36	27	120	9	265	519	31	93	0	643
1995-96	UC	20	9	5	33	0	82	149	0	13	7	169
	CSU	86	44	28	138	9	265	570	27	120	0	717
West Los Angeles College												
1993-94	UC	5	9	1	3	0	21	39	0	0	0	39
	CSU	13	110	3	17	3	41	187	13	19	0	219
1994-95	UC	9	11	0	10	1	12	43	0	2	0	45
	CSU	14	109	2	26	4	36	191	9	27	0	227
1995-96	UC	1	14	0	5	0	19	39	0	0	0	39
	CSU	19	100	0	28	2	33	182	20	24	0	226
Los Rios Community College District												
American River College												
1993-94	UC	26	6	7	9	2	145	195	0	7	0	202
	CSU	68	54	20	95	14	739	990	15	157	0	1,162
1994-95	UC	32	5	4	15	5	125	186	0	2	0	188
	CSU	87	56	22	90	14	686	955	12	137	0	1,104
1995-96	UC	36	8	3	17	3	115	182	0	5	5	192
	CSU	77	48	20	84	20	629	878	7	154	0	1,039
Cosumnes River College												
1993-94	UC	10	5	2	4	1	21	43	0	4	0	47
	CSU	41	32	18	19	4	176	290	5	38	0	333
1994-95	UC	21	4	0	7	2	28	62	0	3	0	65
	CSU	61	49	16	44	9	218	397	18	48	0	463
1995-96	UC	15	6	2	7	2	31	63	0	2	2	67
	CSU	63	36	17	33	8	183	340	9	60	0	409
Sacramento City College												
1993-94	UC	46	9	1	24	3	76	159	0	9	0	168
	CSU	175	58	18	77	12	340	680	68	106	0	854
1994-95	UC	61	14	3	15	3	69	165	0	3	0	168
	CSU	188	75	30	118	12	331	754	77	87	0	918
1995-96	UC	60	12	2	16	4	66	160	0	3	5	168
	CSU	207	70	22	118	24	291	732	42	98	0	872

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Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Marin Community College District												
College of Marin												
1993-94	UC	5	2	1	5	2	116	131	0	17	0	148
	CSU	19	12	0	15	3	186	235	4	29	0	268
1994-95	UC	7	2	2	8	1	83	103	0	5	0	108
	CSU	15	8	2	11	2	152	190	4	56	0	250
1995-96	UC	15	1	0	11	2	92	121	0	7	9	137
	CSU	12	7	5	15	1	163	203	4	34	0	241
Indian Valley College (Closed 1985)												
1993-94	UC	0	0	0	0	0	0	0	0	0	0	0
	CSU	0	0	0	0	0	0	0	0	0	0	0
1994-95	UC	0	0	0	0	0	0	0	0	0	0	0
	CSU	0	1	0	1	0	0	2	1	3	0	6
1995-96	UC	0	0	0	0	0	0	0	0	0	0	0 0
	CSU	0	0	0	0	0	2	2	0	1	0	3
Mendocino-Lake Community College District												
Mendocino College												
1993-94	UC	2	1	0	1	1	8	13	0	0	0	13
	CSU	1	0	1	5	3	52	62	0	12	0	74
1994-95	UC	0	1	0	0	1	5	7	0	1	0	8
	CSU	0	2	0	4	3	55	64	0	13	0	77
1995-96	UC	0	0	0	2	0	8	10	0	0	1	11
	CSU	2	3	0	11	7	58	81	0	13	0	94
Merced Community College District												
Merced College												
1993-94	UC	6	1	0	4	0	19	30	0	1	0	31
	CSU	36	12	3	75	5	192	323	8	50	0	381
1994-95	UC	0	2	0	7	2	17	28	0	1	0	29
	CSU	42	28	3	66	6	192	337	6	36	0	379
1995-96	UC	1	0	0	6	0	14	21	0	0	8	29
	CSU	40	25	5	95	7	195	367	9	43	0	419
Mira Costa Community College District												
Mira Costa College												
1993-94	UC	9	1	5	9	2	91	117	0	10	0	127
	CSU	9	10	4	48	4	210	285	3	33	0	321
1994-95	UC	3	2	2	13	2	101	123	0	8	0	131
	CSU	10	12	3	46	8	229	308	10	41	0	359
1995-96	UC	6	4	0	15	4	73	102	0	6	7	115
	CSU	14	12	13	70	8	258	375	17	62	0	454

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Monterey Peninsula Community College District												
Monterey Peninsula College												
1993-94	UC	12	3	2	6	3	35	61	0	6	0	67
	CSU	28	13	6	18	3	103	171	15	20	0	206
1994-95	UC	13	2	0	6	2	41	64	0	3	0	67
	CSU	25	16	10	18	4	107	180	17	22	0	219
1995-96	UC	17	0	1	2	0	37	57	0	3	1	61
	CSU	36	16	5	20	6	108	191	18	31	0	240
Mt. San Antonio Community College District												
Mt. San Antonio College												
1993-94	UC	45	6	6	25	0	50	132	0	10	0	142
	CSU	138	51	45	264	7	322	827	75	98	0	1,000
1994-95	UC	64	6	10	35	2	45	162	0	6	0	168
	CSU	153	42	49	284	3	333	864	62	85	0	1,011
1995-96	UC	77	3	12	34	0	43	169	0	8	10	187
	CSU	205	55	49	271	14	298	892	65	89	0	1,046
Mt. San Jacinto Community College District												
Mt. San Jacinto College												
1993-94	UC	3	1	0	9	1	32	46	0	7	0	53
	CSU	5	5	1	26	1	86	124	3	12	0	139
1994-95	UC	5	1	1	15	2	45	69	0	0	0	69
	CSU	3	6	0	19	3	97	128	2	21	0	151
1995-96	UC	5	1	1	15	1	31	54	0	0	2	56
	CSU	8	8	1	20	3	95	135	1	21	0	157
Napa Valley Community College District												
Napa Valley College												
1993-94	UC	5	0	1	3	0	27	36	0	0	0	36
	CSU	11	5	7	21	6	117	167	5	21	0	193
1994-95	UC	2	2	2	6	0	51	63	0	1	0	64
	CSU	6	9	26	21	3	135	200	4	16	0	220
1995-96	UC	1	2	4	8	2	40	57	0	2	1	60
	CSU	6	13	21	24	3	136	203	7	26	0	236
North Orange County Community College District												
Cypress College												
1993-94	UC	34	2	3	16	2	34	91	0	1	0	92
	CSU	85	11	25	81	4	286	492	5	48	0	545
1994-95	UC	38	3	4	19	0	34	98	0	5	0	103
	CSU	115	9	27	70	5	292	518	4	51	0	573
1995-96	UC	53	7	6	19	0	30	115	0	1	2	118
	CSU	119	11	41	94	3	276	544	5	65	0	614

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Yuba Community College District												
Yuba College												
1993-94	UC	2	0	0	3	1	22	28	0	2	0	30
	CSU	32	3	2	42	9	138	226	4	37	0	267
1994-95	UC	5	1	0	3	0	28	37	0	0	0	37
	CSU	36	9	1	39	6	175	266	6	38	0	310
1995-96	UC	3	0	0	4	2	17	26	0	1	8	35
	CSU	44	9	4	45	12	140	254	2	48	0	304
Statewide Total												
1993-94	UC	2,287	306	291	1,335	107	5,927	10,253	0	687	0	10,940
	CSU	5,427	2,441	1,431	6,780	554	21,068	37,701	1,473	5,246	0	44,420
1994-95	UC	2,610	364	306	1,452	129	5,614	10,475	0	454	0	10,929
	CSU	6,212	2,654	1,739	7,437	539	21,402	39,983	1,601	5,328	0	46,912
1995-96	UC	2,767	386	310	1,503	137	4,888	9,991	0	506	389	10,886
	CSU	6,562	2,836	1,840	8,334	641	20,931	41,144	1,571	5,973	0	48,688

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
West Kern Community College District												
Taft College												
1993-94	UC	1	0	0	0	0	1	2	0	0	0	2
	CSU	2	2	0	3	1	22	30	0	11	0	41
1994-95	UC	0	0	0	0	1	2	3	0	0	0	3
	CSU	2	2	1	4	1	40	50	1	2	0	53
1995-96	UC	0	0	0	0	0	2	2	0	0	0	2
	CSU	1	0	0	1	1	35	38	0	6	0	44
West Valley-Mission Community College District												
Mission College												
1993-94	UC	11	1	2	2	0	7	23	0	0	0	23
	CSU	88	13	19	31	1	68	220	2	21	0	243
1994-95	UC	25	0	0	1	0	6	32	0	1	0	33
	CSU	113	17	28	32	1	53	244	2	17	0	263
1995-96	UC	29	1	2	2	0	3	37	0	3	1	41
	CSU	136	7	25	31	0	53	252	5	29	0	286
West Valley College												
1993-94	UC	22	0	4	6	0	60	92	0	7	0	99
	CSU	75	16	18	86	6	436	637	16	101	0	754
1994-95	UC	44	3	3	7	0	69	126	0	12	0	138
	CSU	83	15	8	84	8	392	590	12	119	0	721
1995-96	UC	33	3	1	10	3	73	123	0	6	3	132
	CSU	90	14	11	78	13	354	560	5	108	0	673
Yosemite Community College District												
Columbia College												
1993-94	UC	0	0	0	0	0	5	5	0	2	0	7
	CSU	1	0	0	6	5	57	69	0	14	0	83
1994-95	UC	0	1	0	0	0	6	7	0	0	0	7
	CSU	1	2	0	7	1	63	74	2	19	0	95
1995-96	UC	0	1	0	1	0	7	9	0	2	0	11
	CSU	3	2	3	8	2	83	101	2	19	0	122
Modesto Junior College												
1993-94	UC	6	0	1	9	0	49	65	0	3	0	68
	CSU	40	5	8	98	11	374	536	7	89	0	632
1994-95	UC	6	0	0	6	1	36	49	0	2	0	51
	CSU	58	17	8	95	5	409	592	8	109	0	709
1995-96	UC	10	1	0	15	0	33	59	0	0	9	68
	CSU	54	6	10	119	14	414	617	11	118	0	746

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Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

			Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Ventura County Community College District													
Moorpark College													
	1993-94	UC	14	2	2	27	2	118	165	0	20	0	185
		CSU	33	3	14	62	2	384	498	2	75	0	575
	1994-95	UC	27	0	2	17	4	118	168	0	17	0	185
		CSU	43	14	5	63	6	346	477	6	86	0	569
	1995-96	UC	24	3	3	24	2	114	170	0	16	7	193
		CSU	61	9	16	63	10	407	566	10	94	0	670
Oxnard College													
	1993-94	UC	8	0	1	17	0	10	36	0	1	0	37
		CSU	2	7	10	45	0	35	99	4	8	0	111
	1994-95	UC	3	3	3	22	0	5	36	0	1	0	37
		CSU	7	7	14	65	1	19	113	4	10	0	127
	1995-96	UC	10	1	3	20	0	10	44	0	2	0	46
		CSU	5	10	15	82	2	32	146	0	10	0	156
Ventura College													
	1993-94	UC	7	1	4	23	2	94	131	0	7	0	138
		CSU	15	11	8	90	5	239	368	1	49	0	418
	1994-95	UC	7	7	2	34	0	83	133	0	2	0	135
		CSU	20	11	15	100	10	225	381	3	37	0	421
	1995-96	UC	10	2	8	29	3	69	121	0	6	4	131
		CSU	18	20	20	100	7	221	386	2	58	0	446
Victor Valley Community College District													
Victor Valley College													
	1993-94	UC	5	0	2	0	1	11	19	0	0	0	19
		CSU	3	12	3	21	1	118	158	1	20	0	179
	1994-95	UC	0	0	1	1	0	13	15	0	0	0	15
		CSU	4	18	1	25	4	120	172	0	18	0	190
	1995-96	UC	3	2	0	5	0	17	27	0	0	0	27
		CSU	2	16	4	31	9	134	196	0	31	0	227
West Hills Community College District													
West Hills College													
	1993-94	UC	0	0	0	3	1	2	6	0	0	0	6
		CSU	2	6	0	17	2	32	59	1	6	0	66
	1994-95	UC	0	1	0	0	0	1	2	0	1	0	3
		CSU	0	4	3	13	0	33	53	2	6	0	61
	1995-96	UC	0	0	0	2	0	2	4	0	0	1	5
		CSU	2	4	2	15	1	30	54	0	4	0	58

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Chabot-Las Positas (formerly South County) Community College District												
Chabot College												
1993-94	UC	39	4	7	12	1	73	136	0	8	0	144
	CSU	146	50	68	126	13	428	831	18	125	0	974
1994-95	UC	52	8	12	15	3	62	152	0	9	0	161
	CSU	185	62	94	135	13	400	889	31	138	0	1,058
1995-96	UC	67	3	4	12	2	28	116	0	11	8	135
	CSU	162	52	90	99	13	300	716	19	96	0	831
Las Positas Community College												
1993-94	UC	1	0	1	3	0	11	16	0	1	0	17
	CSU	0	1	1	0	0	7	9	0	0	0	9
1994-95	UC	2	2	0	3	0	26	33	0	0	0	33
	CSU	3	1	7	18	2	79	110	0	11	0	121
1995-96	UC	1	0	0	3	0	22	26	0	4	1	31
	CSU	10	3	3	15	2	100	133	0	21	0	154
Southwestern Community College District												
Southwestern College												
1993-94	UC	6	3	26	47	0	34	116	0	4	0	120
	CSU	19	28	85	217	8	123	480	10	46	0	536
1994-95	UC	5	1	21	42	0	22	91	0	2	0	93
	CSU	26	34	136	285	4	113	598	8	57	0	663
1995-96	UC	10	4	30	42	1	23	110	0	6	2	118
	CSU	30	36	135	352	8	128	689	9	55	0	753
State Center Community College District												
Fresno City College												
1993-94	UC	15	3	3	19	1	39	80	0	0	0	80
	CSU	107	61	7	212	26	532	945	51	127	0	1,123
1994-95	UC	20	1	1	17	2	45	86	0	0	0	86
	CSU	112	66	14	223	19	520	954	54	166	0	1,174
1995-96	UC	9	1	1	16	0	36	63	0	2	4	69
	CSU	110	62	13	258	16	461	920	52	192	0	1,164
Kings River Community College												
1993-94	UC	1	1	1	3	0	3	9	0	1	0	10
	CSU	6	8	0	64	1	101	180	4	34	0	218
1994-95	UC	3	0	1	14	0	7	25	0	0	0	25
	CSU	8	4	1	77	4	104	198	4	18	0	220
1995-96	UC	2	1	1	2	0	5	11	0	0	0	11
	CSU	14	7	5	106	5	145	282	4	46	0	332

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Shasta-Tehema-Trinity Joint Community College District												
Shasta College												
1993-94	UC	2	0	0	1	1	20	24	0	2	0	26
	CSU	7	1	0	4	4	193	209	1	25	0	235
1994-95	UC	2	0	0	0	1	21	24	0	1	0	25
	CSU	4	3	2	19	11	226	265	0	34	0	299
1995-96	UC	0	0	0	4	0	23	27	0	2	0	29
	CSU	10	1	3	19	14	246	293	0	39	0	332
Sierra Joint Community College District												
Sierra College												
1993-94	UC	1	1	2	9	2	68	83	0	8	0	91
	CSU	22	4	10	48	17	466	567	1	71	0	639
1994-95	UC	3	1	1	9	0	76	90	0	1	0	91
	CSU	16	8	6	46	17	503	596	0	94	0	690
1995-96	UC	5	1	0	8	3	77	94	0	3	0	97
	CSU	17	3	6	51	13	511	601	3	108	0	712
Siskiyou Joint Community College District												
College of the Siskiyous												
1993-94	UC	1	0	0	0	0	5	6	0	0	0	6
	CSU	0	2	1	6	1	44	54	2	7	0	63
1994-95	UC	7	1	0	0	0	10	18	0	0	0	18
	CSU	3	0	1	9	2	42	57	7	13	0	77
1995-96	UC	4	0	0	1	0	4	9	0	0	0	9
	CSU	0	2	0	7	1	44	54	2	7	0	63
Solano County Community College District												
Solano Community College												
1993-94	UC	12	2	4	12	1	50	81	0	7	0	88
	CSU	19	28	42	28	7	163	287	2	29	0	318
1994-95	UC	9	7	4	14	1	31	66	0	1	0	67
	CSU	24	46	47	40	6	181	344	2	41	0	387
1995-96	UC	8	7	9	11	1	40	76	0	0	3	79
	CSU	20	28	43	38	6	159	294	0	45	0	339
Sonoma County Community College District												
Santa Rosa Junior College												
1993-94	UC	12	0	1	9	3	141	166	0	16	0	182
	CSU	30	19	10	56	8	595	718	9	118	0	845
1994-95	UC	15	4	1	14	5	132	171	0	8	0	179
	CSU	30	15	5	67	14	631	762	13	119	0	894
1995-96	UC	12	0	1	18	6	120	157	0	9	3	169
	CSU	37	18	2	79	15	642	793	7	140	0	940

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
College of San Mateo												
1993-94	UC	57	2	9	12	0	75	155	0	8	0	163
	CSU	71	12	33	65	3	261	445	25	87	0	557
1994-95	UC	51	3	5	18	2	51	130	0	9	0	139
	CSU	115	13	35	70	1	245	479	17	74	0	570
1995-96	UC	61	2	11	15	0	45	134	0	12	6	152
	CSU	111	23	49	81	3	231	498	20	81	0	599
Skyline College												
1993-94	UC	11	1	7	6	0	22	47	0	4	0	51
	CSU	33	16	38	50	2	97	236	22	22	0	280
1994-95	UC	19	4	9	9	1	14	56	0	1	0	57
	CSU	39	19	51	55	3	104	271	24	42	0	337
1995-96	UC	21	5	9	12	0	13	60	0	3	1	64
	CSU	61	19	52	55	1	100	288	12	46	0	346
Santa Barbara Community College District												
Santa Barbara City College												
1993-94	UC	37	13	5	52	4	423	534	0	54	0	588
	CSU	5	10	3	51	8	230	307	5	45	0	357
1994-95	UC	28	9	5	84	11	458	595	0	33	0	628
	CSU	15	11	3	52	2	223	306	2	52	0	360
1995-96	UC	34	6	4	52	4	393	493	0	30	16	539
	CSU	16	7	5	53	8	254	343	11	45	0	399
Santa Clarita Community College District												
College of the Canyons												
1993-94	UC	4	2	1	6	2	47	62	0	2	0	64
	CSU	10	2	5	43	1	174	235	4	41	0	280
1994-95	UC	4	1	1	6	0	47	59	0	5	0	64
	CSU	21	6	14	32	0	155	228	2	37	0	267
1995-96	UC	9	0	0	10	1	45	65	0	2	5	72
	CSU	20	7	9	47	3	202	288	4	51	0	343
Santa Monica Community College District												
Santa Monica College												
1993-94	UC	166	27	9	70	6	345	623	0	37	0	660
	CSU	77	79	8	102	5	319	590	89	118	0	797
1994-95	UC	160	44	9	52	5	292	562	0	45	0	607
	CSU	79	71	15	112	4	278	559	86	87	0	732
1995-96	UC	176	36	7	73	3	307	602	0	47	17	666
	CSU	68	77	14	134	4	294	591	142	116	0	849

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
San Joaquin Delta Community College District												
San Joaquin Delta College												
1993-94	UC	19	2	4	9	3	52	89	0	5	0	94
	CSU	76	28	48	113	17	314	596	13	77	0	686
1994-95	UC	21	2	4	11	2	45	85	0	1	0	86
	CSU	99	17	46	109	12	327	610	11	73	0	694
1995-96	UC	22	4	3	9	1	35	74	0	1	4	79
	CSU	98	33	33	151	16	368	699	14	80	0	793
San Jose Community College District												
Evergreen Valley College												
1993-94	UC	27	0	0	8	0	3	38	0	1	0	39
	CSU	175	20	27	63	1	66	352	6	26	0	384
1994-95	UC	20	1	0	4	0	8	33	0	1	0	34
	CSU	165	22	27	73	1	53	341	7	23	0	371
1995-96	UC	11	2	1	5	0	2	21	0	1	0	22
	CSU	136	12	23	75	5	44	295	2	29	0	326
San Jose City College												
1993-94	UC	8	1	0	4	1	9	23	0	0	0	23
	CSU	52	27	8	43	1	88	219	6	39	0	264
1994-95	UC	10	1	0	4	1	5	21	0	0	0	21
	CSU	77	25	8	40	4	62	216	8	32	0	256
1995-96	UC	10	3	1	5	0	6	25	0	2	2	29
	CSU	67	22	4	49	7	83	232	4	18	0	254
San Luis Obispo County Community College District												
Cuesta College												
1993-94	UC	1	1	2	7	1	51	63	0	3	0	66
	CSU	23	11	8	52	17	468	579	4	98	0	681
1994-95	UC	2	0	1	1	1	39	44	0	4	0	48
	CSU	27	5	11	73	11	502	629	7	99	0	735
1995-96	UC	3	1	0	5	2	33	44	0	3	1	48
	CSU	31	12	10	70	18	483	624	4	111	0	739
San Mateo County Community College District												
Canada College												
1993-94	UC	5	1	0	7	0	17	30	0	2	0	32
	CSU	7	2	1	29	0	85	124	15	12	0	151
1994-95	UC	4	2	0	4	0	24	34	0	0	0	34
	CSU	7	7	4	26	3	81	128	14	15	0	157
1995-96	UC	4	2	2	4	0	22	34	0	2	1	37
	CSU	14	5	3	26	3	90	141	11	22	0	174

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
San Bernardino Valley College												
1993-94	UC	7	7	1	11	0	18	44	0	6	0	50
	CSU	28	44	3	68	7	137	287	8	30	0	325
1994-95	UC	5	5	1	6	1	23	41	0	0	0	41
	CSU	44	52	7	83	8	119	313	5	31	0	349
1995-96	UC	9	9	1	17	1	8	45	0	0	1	46
	CSU	33	59	8	102	8	137	347	2	42	0	391
San Diego Community College District												
San Diego City College												
1993-94	UC	7	7	2	13	1	31	61	0	5	0	66
	CSU	32	63	22	55	2	119	293	30	32	0	355
1994-95	UC	22	16	3	9	0	48	98	0	5	0	103
	CSU	37	73	18	70	5	113	316	24	37	0	377
1995-96	UC	24	3	2	16	1	28	74	0	5	5	84
	CSU	28	67	18	60	3	92	268	16	36	0	320
San Diego Mesa College												
1993-94	UC	78	6	15	33	6	250	388	0	22	0	410
	CSU	80	37	45	76	7	380	625	13	116	0	754
1994-95	UC	105	3	21	30	3	200	362	0	20	0	382
	CSU	105	45	57	81	10	415	713	17	143	0	873
1995-96	UC	81	5	11	20	0	167	284	0	15	10	309
	CSU	126	60	60	111	10	378	745	19	147	0	911
San Diego Miramar College												
1993-94	UC	7	2	6	1	1	21	38	0	0	0	38
	CSU	14	8	27	12	1	80	142	3	10	0	155
1994-95	UC	6	1	8	1	0	24	40	0	1	0	41
	CSU	22	16	33	19	1	120	211	1	24	0	236
1995-96	UC	9	0	13	1	1	12	36	0	1	0	37
	CSU	22	10	44	23	0	131	230	4	22	0	256
San Francisco Community College District												
City College of San Francisco												
1993-94	UC	132	4	12	15	3	81	247	0	22	0	269
	CSU	512	80	56	103	4	191	946	65	121	0	1,132
1994-95	UC	132	6	5	22	1	73	239	0	16	0	255
	CSU	645	91	85	121	9	222	1,173	48	106	0	1,327
1995-96	UC	120	10	5	20	2	69	226	0	19	6	251
	CSU	595	93	93	117	4	204	1,106	83	113	0	1,302

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		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Rio Hondo Community College District												
Rio Hondo College												
1993-94	UC	11	0	0	16	0	8	35	0	1	0	36
	CSU	59	5	7	140	1	60	272	23	24	0	319
1994-95	UC	18	1	2	23	0	3	47	0	0	0	47
	CSU	42	3	6	175	1	59	286	22	31	0	339
1995-96	UC	24	0	0	32	0	5	61	0	1	1	63
	CSU	65	5	6	198	5	58	337	35	27	0	399
Riverside Community College District												
Riverside Community College												
1993-94	UC	29	12	7	34	1	94	177	0	31	0	208
	CSU	42	45	23	102	6	338	556	26	84	0	666
1994-95	UC	37	16	5	56	5	125	244	0	5	0	249
	CSU	56	39	14	131	6	368	614	41	61	0	716
1995-96	UC	36	12	6	52	7	112	225	0	2	3	230
	CSU	59	50	15	142	9	367	642	38	64	0	744
Saddleback Community College District												
Irvine Valley College												
1993-94	UC	47	0	3	9	0	96	155	0	12	0	167
	CSU	22	4	3	24	0	135	188	17	33	0	238
1994-95	UC	54	2	1	12	3	82	154	0	8	0	162
	CSU	41	8	7	25	2	166	249	20	26	0	295
1995-96	UC	58	5	1	10	0	70	144	0	6	13	163
	CSU	49	6	9	31	4	169	268	25	20	0	313
Saddleback College												
1993-94	UC	20	2	2	23	3	155	205	0	5	0	210
	CSU	47	9	9	47	8	474	594	15	81	0	690
1994-95	UC	39	3	3	26	4	146	221	0	8	0	229
	CSU	45	4	12	62	6	510	639	20	80	0	739
1995-96	UC	33	3	1	22	4	141	204	0	6	9	219
	CSU	50	5	13	74	9	475	626	17	102	0	745
San Bernardino Community College District												
Crafton Hills College												
1993-94	UC	2	1	0	1	2	13	19	0	1	0	20
	CSU	5	5	4	24	2	104	144	5	19	0	168
1994-95	UC	1	1	0	7	0	30	39	0	2	0	41
	CSU	6	4	2	24	0	108	144	4	21	0	169
1995-96	UC	2	1	0	9	2	19	33	0	1	1	35
	CSU	4	4	6	36	4	117	171	2	22	0	195

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Laney College												
1993-94	UC	37	18	1	6	0	43	105	0	10	0	115
	CSU	41	59	5	19	7	48	179	7	29	0	215
1994-95	UC	48	20	4	14	1	32	119	0	6	0	125
	CSU	78	79	5	20	3	47	232	8	27	0	267
1995-96	UC	58	27	5	11	1	33	135	0	9	3	147
	CSU	82	99	13	25	3	34	256	2	31	0	289
Merritt College												
1993-94	UC	11	6	0	4	0	22	43	0	5	0	48
	CSU	20	28	3	6	4	42	103	3	15	0	121
1994-95	UC	15	3	0	4	1	14	37	0	1	0	38
	CSU	31	42	2	9	5	26	115	3	19	0	137
1995-96	UC	11	10	0	2	1	9	33	0	3	2	38
	CSU	30	60	2	11	0	24	127	2	17	0	146
Vista College												
1993-94	UC	2	2	0	3	0	8	15	0	2	0	17
	CSU	0	16	0	3	0	11	30	0	8	0	38
1994-95	UC	2	3	0	2	0	11	18	0	4	0	22
	CSU	3	21	0	1	0	4	29	0	5	0	34
1995-96	UC	3	4	0	4	0	22	33	0	2	1	36
	CSU	2	16	1	6	1	11	37	0	4	0	41
Rancho Santiago Community College District												
Rancho Santiago College												
1993-94	UC	28	0	1	13	0	49	91	0	4	0	95
	CSU	139	18	9	97	3	237	503	43	42	0	588
1994-95	UC	34	2	1	35	1	39	112	0	4	0	116
	CSU	164	20	13	119	6	236	558	61	36	0	655
1995-96	UC	39	4	1	38	1	34	117	0	1	2	120
	CSU	195	23	9	162	4	247	640	67	51	0	758
Redwoods Community College District												
College of the Redwoods												
1993-94	UC	0	1	0	4	0	31	36	0	1	0	37
	CSU	6	4	4	21	12	180	227	1	64	0	292
1994-95	UC	0	0	0	1	0	13	14	0	2	0	16
	CSU	5	4	4	12	12	261	298	3	65	0	366
1995-96	UC	2	2	0	0	0	14	18	0	1	2	21
	CSU	7	3	1	23	13	230	277	6	50	0	333

Ethnic Distribution of Community College Transfer Students to the University of California and the California State University, Full-Year 1993-94, 1994-95 and 1995-96

		Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Known Ethnicity Total	Non Resident Alien	No Response	Other	Grand Total
Fullerton College												
1993-94	UC	31	2	3	25	1	89	151	0	5	0	156
	CSU	132	14	18	150	11	608	933	16	91	0	1,040
1994-95	UC	52	3	4	19	3	67	148	0	4	0	152
	CSU	143	24	14	159	11	597	948	15	112	0	1,075
1995-96	UC	61	3	5	33	1	63	166	0	5	7	178
	CSU	159	26	17	167	4	507	880	8	98	0	986
Palo Verde Community College District												
Palo Verde College												
1993-94	UC	0	0	0	1	0	0	1	0	0	0	1
	CSU	0	0	0	3	0	0	3	0	1	0	4
1994-95	UC	1	0	0	2	0	0	3	0	0	0	3
	CSU	0	0	0	1	0	3	4	0	0	0	4
1995-96	UC	0	0	0	1	0	0	1	0	0	0	1
	CSU	0	1	0	1	0	3	5	0	0	0	5
Palomar Community College District												
Palomar College												
1993-94	UC	34	3	0	26	2	134	199	0	14	0	213
	CSU	38	18	12	110	12	506	696	15	95	0	806
1994-95	UC	15	3	2	20	3	120	163	0	12	0	175
	CSU	40	14	32	115	14	601	816	21	109	0	946
1995-96	UC	19	0	3	19	5	116	162	0	12	4	178
	CSU	59	12	38	152	12	549	822	20	136	0	978
Pasadena Area Community College District												
Pasadena City College												
1993-94	UC	128	5	8	41	1	79	262	0	11	0	273
	CSU	352	44	26	159	6	232	819	87	88	0	994
1994-95	UC	154	8	7	33	2	67	271	0	6	0	277
	CSU	310	55	34	166	4	210	779	76	82	0	937
1995-96	UC	157	11	11	44	3	59	285	0	8	9	302
	CSU	370	55	28	211	5	197	866	77	88	0	1,031
Peralta Community College District												
College of Alameda												
1993-94	UC	26	8	5	7	1	33	80	0	4	0	84
	CSU	57	64	11	14	2	51	199	9	23	0	231
1994-95	UC	23	11	3	5	2	12	56	0	1	0	57
	CSU	81	72	10	19	1	44	227	10	20	0	257
1995-96	UC	21	6	2	9	0	14	52	0	1	3	56
	CSU	88	83	17	20	0	43	251	6	31	0	288

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